DOCUMENT RESUME

ED 311 443 CS 212 075

TITLE Communication Skills, Grades 1 and 2 Assessment.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE Feb 89
NOTE 144p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Communication Skills; Evaluation Criteria; *Grade 1; *Grade 2; Listening Comprehension; Oral Language; Oral Reading; Primary Education; Reader Text Relationship; Reading Aloud to Others; Reading Comprehension; Reading Strategies; Silent Reading; *Student Evaluation; Writing Skills
IDENTIFIERS *North Carolina

ABSTRACT

Intended to be used as an assessment instrument in conjunction with North Carolina's Basic Education Program, this communication skills notebook reflects an instructional program that is developmentally appropriate for first and second graders. The notebook contains resource materials which include strategies for teachers to use in evaluating student performance on different curriculum goals. The notebook provides three options in instrument format to allow for local school system flexibility: (1) Assessment of Communication Skills by Components; (2) Integrated Communication Skills Assessment; and (3) Communication Skills Checklists. The appendix includes a 152-item bibliography of predictable books and three texts for reading strategies through oral reading. (MG)

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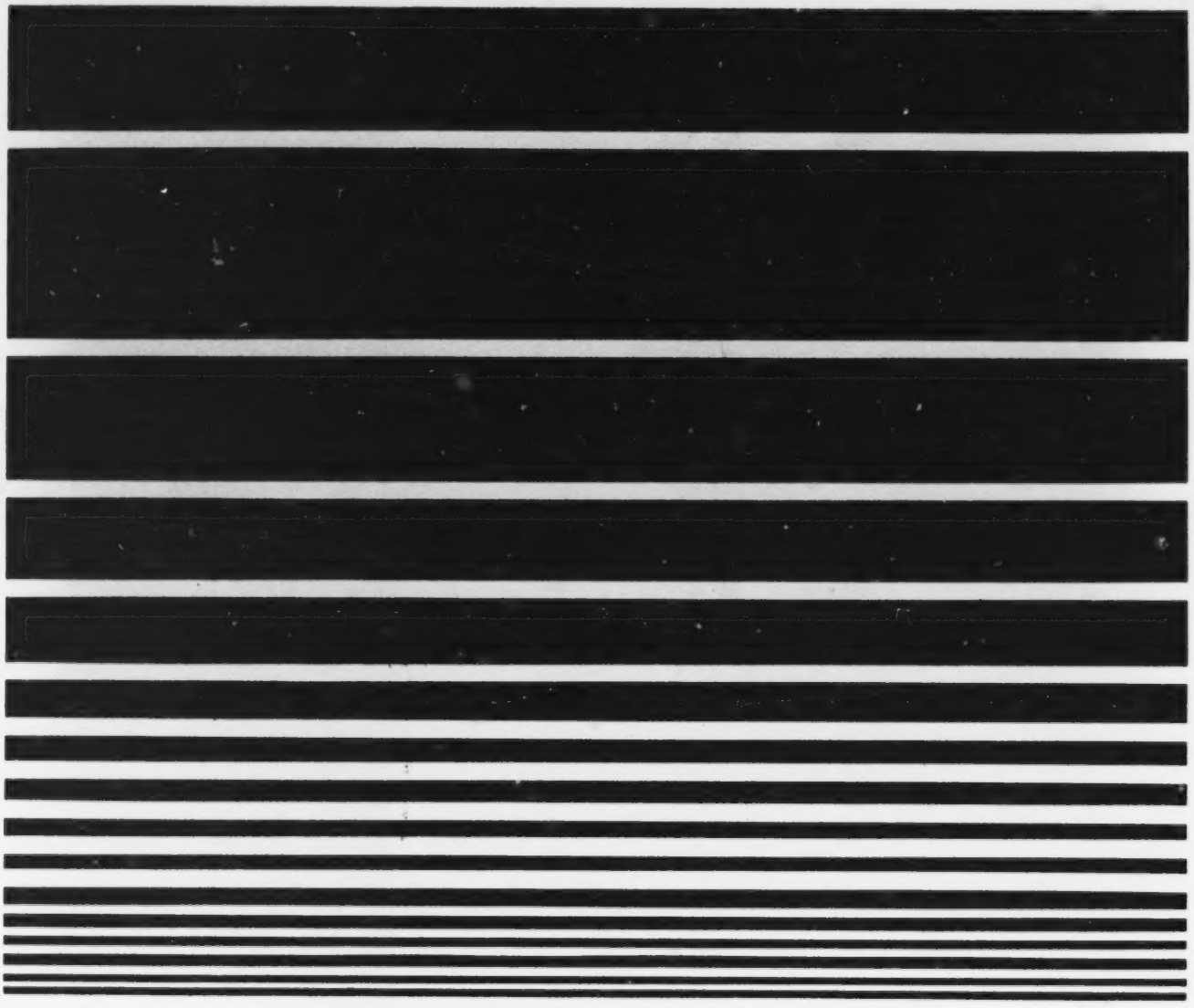
COMMUNICATION SKILLS



Grades 1 and 2 Assessment

Bob Etheridge, State Superintendent
North Carolina Department of Public Instruction
February, 1989

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Foreword

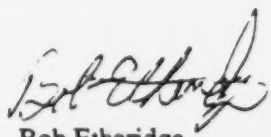
In recent years the General Assembly has supported our efforts to improve the quality of education in North Carolina by enacting legislation and providing funding to accomplish our goals.

The Elementary and Secondary School Reform Act of 1984 directed the State Board of Education to undertake an audit and revision of existing curricula in order to develop a standard course of study. Funds appropriated to implement the reform act were used to produce the North Carolina Standard Course of Study and the accompanying Teacher Handbook for all subjects at all grade levels. These documents identify the curriculum that must be available to all students in the state's public schools.

In 1985 the General Assembly stressed in Senate Bill 1 its intent that every child master a common core of knowledge and skills defined in a basic education program before graduation from high school. A plan was established to appropriate expansion monies for phased-in funding until 1993, when the program will be fully implemented. The publication that ensued, the Basic Education Program, not only contains curriculum descriptions that summarize the Standard Course of Study but identifies minimum competencies that must be mastered before a student can be promoted from grades three, six, and eight. The General Assembly has continued its commitment to funding the Basic Education Program.

Legislation that mandated state-wide testing of basic subjects in grades one, two, three, six, and eight was rewritten in 1988. The present legislation deletes grades one and two from the state testing program. Additional wording directs: "The State Board of Education shall also adopt and provide to local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program for the first and second grades, rather than standardized tests..." In response to this legislation, staff members in the Department of Public Instruction designed an assessment program for grades one and two in the basic areas of communication skills and mathematics. The program was piloted during the fall of 1988 in eight schools across the state and revised according to recommendations from the pilot sites. It was then approved by the State Board of Education in February, 1989.

Although the program has gone through extensive review and alteration, we expect you to have further suggestions to improve the quality of the assessment program for students in grades one and two. We encourage you to submit your thinking to us and we will give it careful consideration. It is our view that the assessment program will be subject to refinement as teachers use it and determine changes that will strengthen it.



Bob Etheridge
State Superintendent
Department of Public Instruction

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Preface

The materials in this notebook are the result of an extensive effort to design an assessment program in communication skills and mathematics that is consistent with the Basic Education Program and reflects an instructional program that is developmentally appropriate for first and second graders. Staff in the Department of Public Instruction used current research to produce a draft of the program that was piloted during the fall of 1988 in eight schools across the state:

. Bath Elementary School Beaufort County
. Southport Elementary School, Brunswick County
. Aycock Elementary School, Vance County
. Alma Easom School, Cumberland County
. Guy B. Teachey School, Asheboro City
. Central School, Albemarle City
. W. M. Jenkins School, Hickory City
. West Marion School, McDowell County

The materials were then revised, based on recommendations from the pilot sites. We are grateful to our colleagues in both the Department of Public Instruction and the pilot sites for their efforts.

In this assessment program, teachers are involved in on-going assessment of student progress. They periodically record information and comments about each child's level of functioning within the curriculum so instructional decisions can be made for that child. Teachers' recordings will be guided by their observations of children in normal classroom activities and by their evaluation of samples of each child's work. It is not intended that the recordings be made on all children in the class on the same day nor that recordings on all the items on a child's profile be made the same day. The program provides a structure and framework within which teachers use their professional judgements.

The notebook contains resource materials and instruments that school systems may use in their assessment program. The resource materials include strategies for teachers to use in evaluating student performance on different curriculum goals. In the area of communication skills, three options, with accompanying instruments are provided in order to meet the need for local school system flexibility. In the area of mathematics, the assessment involves the use of two instruments: one for first grade and one for second grade. All instruments that have been developed are consistent with the North Carolina Standard Course of Study and the Teacher Handbook.

Staff members in the Department of Public Instruction have designed staff development to assist school systems in the implementation of each part of this assessment program for grades one and two. Please feel free to call on them as needed.

Joseph B. Webb
Office of Program Services

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INTRODUCTION

The K-3 portion of the communication skills course of study emphasizes that "...five, six, seven, and eight-year-old children discover and construct knowledge from actual experiences. Their ability to understand abstract thought is still very limited. These characteristics call for a learning environment where concrete experiences provide the content from which spoken and written language emerge. The focus should be on activities that encourage children to use language, rather than on studying it in isolation." Based on this premise, the Division of Communication Skills has developed a process for assessing first and second-graders' oral language, orientation to print, listening comprehension, silent-reading comprehension, oral reading comprehension, and writing. This manual is designed to assist teachers and administrators in understanding and using the process to document students' growth in the skills of communication.

Developing Language Concepts

First, and foremost, the young child is *egocentric*. The world is experienced through only one set of senses, and those belong to each child. It is literally impossible to view the world through the eyes or experience of another. When analyzed from the perspective of early language learning, this developmental characteristic clearly tells us that *what* children begin reading must make sense within the context of their own experience. If a child listens to or attempts to read a story for which no experiential images exist, meaning cannot be produced. It is, therefore, necessary for teachers of young children to understand that fluency in the use of language is dependent upon the provision of real concrete experiences. The easiest way we have found for this to take place is through the language-experience approach to reading, coupled with unassisted writing. This process integrates the child's real activities with language in all of its forms, as follows: the child (l) experiences; (2) talks about it; (3) listens to others tell about it; (4) dictates and observes others writing about it; (5) either copies or makes independent efforts to write about it; and (6) begins to read back the written language.

In addition to language experience, which provides the correct model for children, unassisted writing provides a diagnostic opportunity for the teacher and a discovery opportunity for the child. This blending of processes during the child's early efforts at beginning reading are a natural and integrated part of the child's total experience. Familiarity with written language is also gained as children listen to, and later follow along with, stories and books. Once again, discussion, retelling of stories, and telling and dictating personal stories which can be read, assist

children in expanding vocabulary, developing comprehension/thinking process, and becoming aware of such story elements as character, sequence, setting, details, and theme. Gradually, children develop a context, a vocabulary, and an understanding of the various elements which fit together to make a story. As the process expands, children begin to read books of their own selection. The choices provided for selection must be meaningful to the young child, otherwise reading becomes boring and laborious. With each new book chosen and read by the child, concepts, skills, and vocabulary expand and lead to further reading.

In addition to being egocentric, the young child is also characterized by *centrated thought*--thought that is focused on one thing at a time. The child finds it impossible to hold the whole of an idea in mind while simultaneously considering its parts. When this characteristic is followed to its logical conclusion in relation to early reading, it is immediately obvious that children approach language holistically. Such practices as stopping during reading to "sound out" words or to discuss things which the story brings to mind interrupt the flow of meaning within the child's mind. These practices demand that the whole of an idea (the sense of the story) be retained, while at the same time consideration be given to its parts (analysis of the sounds of letters which form the words of the story). Young children's early efforts with listening to stories and reading stories need to be holistic in nature; they should be focused on whole language, whole ideas, and whole thinking processes, instead of fragmented pieces of language, ideas, or thought processes.

This does not mean, however, that no attention is given to the pieces of language. Specific reading skills are an integral part of the total process of learning to read. In order to understand the acquisition/internalization of such skills, it is necessary to review yet another developmental characteristic of the young child - *innate curiosity*. The young child is an active explorer/discoverer of language. This characteristic is what caused speech to develop in the first place, and it is how listening and reading skills can also develop. As the child listens and/or reads, a personal experimentation process is underway. What makes this sound or that sound? What does this word mean in this story? As questions are intuitively raised and conclusions drawn, the child begins to develop an internal and powerful set of rules which apply to language. These rules can be observed as the child puts them to use within the context of reading that makes sense. It is much later in the developmental process wh n the child is able, in a meaningful way, to identify these rules in abstract form.

When egocentrism, centrated thought, and innate curiosity are analyzed in the light of language development, the direction for language instruction and the assessment of language development is clear. Children learn to use language and to process language they hear when they

actually use the language in situations which are a part of real, concrete, and personal experiences. Assessment which is designed with this understanding can be defined as developmentally appropriate.

Thought and Language

As the child begins to use language, he does so to communicate basic needs,to direct, and to report in the present. As basic needs are met, language evolves to reflect the inner thought processes of predicting, projecting, reasoning, and imagining. Continued development of language is dependent on the kinds of interaction in which the child engages with adults, other children, materials, and the environment. Language development cannot grow without experience with others and concrete materials.

The development and expansion of the ability to communicate thoughts, feelings, and experiences is fostered when the teacher provides an array of concrete materials and books which draw on the child's language resources. It is necessary for the teacher to relate all such experiences to language opportunities. For example, the child can dictate a report about building a block structure, can read about castles, or can write about the measurements of a structure. It is important, however, that these experiences be real, not abstract or contrived. Reading is enhanced when care is given to materials available for the child. Books, too, should not be contrived. They must be meaningful with either a sense of story or clear information in the print. Books that are constructed from controlled vocabulary often have neither sense of story nor information. The child will find it difficult to gain meaning from print this way.

In a rich learning environment, the child is confronted and involved naturally with situations and experiences that require active language usage. Often teachers choose to use pencil-and-paper tasks, rather than allow the child to work with materials to make the personal generalizations necessary for language to support thought and thought to support language. There is no substitute for constant use of language to develop a competent language-user.

Beliefs About Language Assessment

Beliefs about language and about the ways children learn provide the foundation for the first and second grade communication skills assessments. These beliefs are:

1. The communication skills program is an outgrowth of the developmental characteristics of young children. Assessment must be developmentally compatible.

2. Language development occurs in a predictable sequence of stages; however, children move through the stages at different rates and in different styles. Assessment must identify and honor each child's developmental progression.

3. Children learn to communicate by using language in natural and purposeful ways. Assessment must be conducted through observing and interacting with children who are engaged in meaningful activities.

4. Children's thinking and language emerge simultaneously when they are engaged in concrete, exploratory activity in interactive environments. Observation of such activity is highly revealing.

5. Child-initiated learning involving choice and planning is more likely to produce a high level of interest. Assessment of children's communication skills in such situations is likely to produce more valid information.

6. The best measure of children's work is the work itself. Assessment must include a careful analysis of samples of children's work.

7. Communication skills are whole-thinking processes, rather than a series of isolated skills. Assessment must focus on whole processes, rather than on fragmented skills.

8. Children learn to value their own language when it is valued by others. Assessment of language processes must transmit this sense of valuing to children.

Purpose of Assessments

The primary purpose of assessment is to plan an instructional program for the child. Language is best assessed when the measures parallel the language development process. By looking directly at performance samples and observational data, we obtain current indications of the way a child is functioning and progressing with language.

Using observational data and performance samples to assess communication skills is a paradigm shift. This approach focuses on the curriculum and the child's present levels of functioning within the curriculum. The assessment forms and books used by the teacher during observation and performance samples collected from the child become the instruments. As the assessment methods above are implemented, teachers will gain additional knowledge about children's learning styles, language development, and the reading process. With direct assessment methods, teachers will grow professionally by further developing their skills for diagnosing children's strengths and weaknesses.

Such an assessment plan provides a wealth of current information to use in the child's instructional program. Since the measures directly relate to the curriculum and the way children learn communication skills, the information yielded is more accurate than scores from a standardized test. By being direct, these assessments give immediate descriptions of what a particular child is doing at a given time. Children learn in different ways at different rates. All are unique individuals; no two perform in the same way at the same level at the same time. A sound assessment program recognizes this by providing for periodic evaluation, preferably when the child moves from one stage or level to the next. This means that all children in a class should not be assessed on the same day.

Since the teacher is gathering information in the classroom, that information is readily available to enhance the child's learning. This process occurs continuously, thus allowing for comprehensive appraisal of the communication skills experience.

Accurate information which is comprehensive, continuous, direct, and closely matched to the curriculum will allow teachers to make better decisions for young children. Observational data and performance samples are powerful tools for communicating to parents the achievement of their children. Moreover, they provide necessary diagnostic information that can be used for special program referrals and design.

Assessment Formats

For communication skills, three options in instrument format are presented in order to meet the need for local school system flexibility. All the instruments are based on the North Carolina Standard Course of Study and the Teacher Handbook and measure listening, speaking, writing, and reading skills. While all three options measure the same content, the forms on which observations are recorded are different.

The ASSESSMENT OF COMMUNICATION SKILLS BY COMPONENTS addresses the communication processes of listening, speaking, reading, and writing through five areas: Oral Language, Orientation to Print, Listening and Silent-Reading Comprehension, and Unassisted Writing. Each component provides a detailed profile of the child's development. All components together give a complete picture of the child as each piece relates to and builds upon the other.

The INTEGRATED COMMUNICATION SKILLS ASSESSMENT gives consideration to each of the communication processes--listening, speaking, writing, reading--and to various strategies a child uses in becoming a proficient user of language by the child.

The COMMUNICATION SKILLS CHECKLISTS for grades one and two, respectively, address the goals and objectives for listening, speaking, writing, and reading as presented in the Teacher Handbook: Communication Skills. Each of these instruments lists the goals from the handbook and many of the objectives. Some goals are combined with others; some goals are omitted.

ASSESSMENT

COMMUNICATION SKILLS

BY COMPONENTS

OVERVIEW

The ASSESSMENT OF COMMUNICATION SKILLS BY COMPONENTS is comprised of five parts: Oral Language, Orientation to Print, Reading Strategies Through Oral Reading, Listening and Silent-Reading Comprehension, and Unassisted Writing. To assist the teacher in using the assessment, each component is organized to include: (1) instructions for assessing, (2) the instrument for that particular component, (3) a sample of a completed instrument, (4) an analysis of the completed sample, (5) a plan for instruction, and (6) additional background information for the teacher.

To clarify terms for the use of this document, *assessment* is the on-going process of gathering data through observations and performance samples and, in addition, analyzing data on each child as s/he interacts in normal classroom/school activities. *Recording* refers to the actual marking of the instrument to reflect those gleanings. Each instrument allows for three (3) recordings.

The items below are an overview of each component, featuring information related to the purpose of each assessment and recommendations for the use of each instrument:

Oral Language

. Purpose is to determine the child's language background and development
. Intended for all first-graders initially, and subsequently for others for whom language development is delayed
. Data gathered through careful daily observation of children as they interact in classroom/school situations
. Initial recording on the instrument completed by the sixth (6th) week of school for first-graders, with subsequent recordings on as-needed basis

Orientation to Print

. Purpose is to determine the child's knowledge of print
. Intended for children who are not reading or who are in the early stages of reading

. Data gathered through observation of and interaction with children as they engage in reading-like activities
. Recordings on the instrument, completed during the first six (6) weeks of school and as needed thereafter

Reading Strategies Through Oral Reading

. Purpose is to determine how the child processes print
. Intended for children for whom reading progress is delayed
. Data gathered while child reads aloud selected books and teacher makes written notations about the child's reading strategies; an analysis of error patterns is made to provide the teacher a picture of the child's reading process
. Recordings completed on the instrument, following the assessment procedure

Listening and Silent-Reading Comprehension

. **Listening**

- Purpose is to determine the child's understandings from books read to him/her
- Intended for all children
- Books are read to the children; data gathered over a period of time through a process of retelling and questioning
- Recordings made on the instrument up to three times per year--within first six (6) weeks, mid-year, and end of the year

. **Silent-Reading**

- Purpose is to determine the child's understandings of that which s/he reads
- Intended for children who are reading
- Data gathered over a period of time through retelling strategies and teacher questions
- Recordings made on the instrument up to three times per year--within first six (6) weeks, mid-year and end of the year

Unassisted Writing

. The purpose is to glean information concerning the child's reading and writing processes
. Intended for all children
. Data gathered through analysis of child's unassisted writings
. Recordings made on the instrument within first six (6) weeks of school initially, with subsequent recordings spaced throughout the year

In using the assessment, teachers are encouraged to reference the Teacher Handbook. Communication Skills--K-2. Each component reflects the goals and objectives outlined in the document, and the measures provide ideas for other opportunities to assess within normal classroom/school situations. Additionally, the FOR THE TEACHER section located at the end of each component offers background information which will be helpful in using the instruments.

ASSESSMENT OF COMMUNICATION SKILLS
BY COMPONENTS
GRADES ONE AND TWO

Studen: _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

ORAL LANGUAGE

SOCIAL STAGES	Code			Comments
Progresses through social stages - uses egocentric talk				First Assessment Period
- talks to others about own activity				
- talks collaboratively about concrete experiences				
- talks collaboratively in absence of concrete experiences				
Understands and uses age-appropriate vocabulary				
Listens attentively and responsively				Second Assessment Period
STRUCTURES				
Expresses complete thoughts				
Uses mature speech (subject/verb agreement; past/present/future tenses; linking words, i.e., if, because, etc.; possibility words, i.e., maybe, could, etc.; qualifying words, i.e., huge, red, etc.)				
FUNCTIONS				Third Assessment Period
Communicates basic needs				
Gives directions				
Engages in personal dialogue				
Asks questions				
Reports information				
Uses imagination				

Directions: Enter the code that most appropriately describes the child's speech as observed in daily classroom interactions. Add date and pertinent comments.

Code: M = Most of the time S = Sometimes N = Not yet

ORIENTATION TO PRINT

Directions: Enter the code that most appropriately describes what the child can do. Add date and pertinent comments.

	Code			Comments
UNDERSTANDING OF PRINT				First Assessment Period
Reads some environmental print				
Tries to read and write				
Understands that print conveys meaning				
CONCEPTS ABOUT BOOKS				
Shows the front of a book				
Shows where to begin reading				
Shows which direction to read				
Turns pages correctly				Second Assessment Period
Follows along by pointing at words				
Points to first and last letters of word				
SENSE OF STORY				
Listens attentively to a story				
Retells a story				
Dictates a story				
Naturally memorizes some favorite books				
Reads predictable/pattern books				Third Assessment Period
EMERGENT READING AND WRITING STRATE-				
Chooses own books				
Predicts on the basis of context				
Reads own dictated stories				
Traces own dictated stories				
Copies own dictated stories				

Code: M = Most of the time S = Sometimes N = Not yet

READING STRATEGIES THROUGH ORAL READING

NOTE: If the child's reading progress is delayed, complete the assessment and place in folder. Complete the information below. Add date and pertinent comments.

Comments

Reading Stage: Emergent ____ Transitional____
Title of Book:
Index of Control:

Reading Stage: Emergent____ Transitional ____
Title of Book:
Index of Control:

17

LISTENING OR SILENT READING COMPREHENSION

Directions: Record the child's understanding of books listened to or read silently as determined by retelling and further questioning. Add date, reading stage (emergent, transitional, independent) and pertinent comments.

LISTENING	Code			Comments
Draws upon prior knowledge of subject				First Assessment Period
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)				
From Information Book: - Concepts - Facts - Specific Vocabulary				Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)				
Attitudes/Perceptions: (positive, clear, etc.)				Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)				
SILENT READING				**Comments**
Draws upon prior knowledge of subject				First Assessment Period
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)				
From Information Book: - Concepts - Facts - Specific Vocabulary				Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)				
Attitudes/Perceptions: (positive, clear, etc.)				Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)				

Code: M = Most of the time S = Sometimes N = Not yet

UNASSISTED WRITING

Directions: For each assessment, use observations and several samples which are representative of the child's performance level. Enter the code that most appropriately describes the child's writing. Add date and pertinent comments. Enclose representative sample(s) of unassisted writing for each assessment.

	Code			Comments
FUNCTIONAL WAYS TO WRITE				First Assessment Period
Writes:				
- Lists, labels, captions				
- Signs, directions, rules				
- Messages, notes, letters				
- Personal narratives				
- Questions				
- Factual information				
- Fiction				
CONTROL OF WRITING				
Uses invented spelling to convey meaning:				Second Assessment Period
- random letters				
- letter names				
- phonetic spelling				
Spells frequently-used words correctly				
Uses lower/upper case letters appropriately				
Spaces words				
Writes complete thoughts/ideas				
Ties one thought to another				
Sequences events/ideas				
Uses details				Third Assessment Period
Moves from a beginning, develops the idea, and concludes				
Uses conventional punctuation				
Uses conventional spelling				
ATTITUDES TOWARD WRITING				
Enjoys writing				
Shares own writing voluntarily				
Takes risks in own writing				
Responds to writing of others				

Code: M = Most of the time S = Sometimes N = Not yet

ASSESSMENT INSTRUMENT: ORAL READING STRATEGIES THROUGH ORAL READING

Student_____ School System_____

Birthdate_____ School_____

Grade_____ School Year_____ Teacher_____

Title of Book_____

Background: How familiar was the child with this book?

_____ read it previously
_____ generally familiar with book but had not read it
_____ little or no familiarity

Reading Stages

_____ Emergent
_____ Transitional

Title: Who read the title of the book?

_____ Teacher _____ Child with T's help _____ Child

Comments:

INDEX OF CONTROL

A. _____ Total # of words in the selection

B. _____ Total # of words which were read incorrectly or required extra effort and/or help from the teacher (Includes: substitutions, omissions, sounding-out efforts, self-corrections, long pauses and assistance from teacher. Does not include repetitions.)

C. _____ Total # of words read fluently and accurately (A. minus B.)

INDEX OF CONTROL $\frac{\text{C (\# words read fluently and accurately)}}{\text{A (\# words in selection)}} = _____ = _____$

(divide A into C for index of control)

Note: Index of Control

.95 - 1.00 indicates an easy text
.90 - .94 indicates an instruction text
.80 - .90 indicates a difficult text
Below .80 indicates a text that is too difficult for the child

FROG AND TOAD ARE FRIENDS

Arnold Lobel

01 Spring

02 Frog ran up the path

03 to toad's house.

04 He knocked on the front door.

05 There was no answer.

06 "Toad, Toad," shouted Frog,

07 "wake up. It is spring!"

08 "Blah," said a voice

09 from inside the house.

10 "Toad! Toad!" cried Frog.

11 "The sun is shining!

12 The snow is melting. Wake up!"

13 "I am not here," said the voice.

14 Frog walked into the house.

15 It was dark.

16 All the shutters were closed.

17 "Toad, where are you?" called Frog.

18 "Go away," said the voice

19 from a corner of the room.

20 Toad was lying in bed.

21 He had pulled all the covers

22 over his head.

23 Frog pushed Toad out of bed.

24 He pushed him out of the house

and onto the front porch.
Toad blinked in the bright sun.
"Help!" said Toad.
"I cannot see anything."
"Don't be silly," said Frog.
"What you see
is the clear warm light of April.
And it means
that we can begin
a whole new year together, Toad.
Think of it," said Frog.
"We will skip through the meadows
and run through the woods
and swim in the river.
In the evenings we will sit
right here on this front porch
and count the stars."
"You can count them, Frog,"
said Toad. "I will be too tired.
I am going back to bed."
Toad went back into the house.
He got into bed
and pulled the covers
over his head again.
"But, Toad," cried Frog,
"you will miss all the fun!"

"Listen, Frog," said Toad.
"How long have I been asleep?"
"You have been asleep
since November," said Frog.
"Well then," said Toad,
"a little more sleep
will not hurt me.
Come back again and wake me up
at about half past May.
Good night, Frog."
"But, Toad," said Frog,
"I will be lonely until then."
Toad did not answer.
He had fallen asleep.
Frog looked at Toad's calendar.
The November page was still on top.
Frog tore off the November page.
He tore off the December page.
And the January page,
the February page,
and the March page.
He came to the April page.
Frog tore off the April page too.
Then Frog ran back to Toad's bed.
"Toad, Toad, wake up. It is May now."
"What?" said Toad.

77	"Can it be May so soon?"
78	"Yes," said Frog.
79	"Look at your calendar."
80	Toad looked at the calendar.
81	The May page was on top.
82	"Why, it is May!" said Toad
83	as he climbed out of bed.
84	Then he and Frog
85	ran outside
86	to see how the world
87	was looking in the spring.

ORAL LANGUAGE

ASSESSING ORAL LANGUAGE

What:

The child's oral language (speech) is assessed in three areas:

- Social Stages of Language Development
- Use of Language Structures, and
- Use of Functions of Language

(For additional information/explanation, see FOR THE TEACHER, located at end of this section.)

Purpose:

The purpose of assessing oral language is to determine the child's language background and development.

Audience:

The assessment is intended for all first graders initially, and subsequently for others for whom language development is delayed.

Procedures:

Assessing

- The teacher collects data through careful daily observations of and interactions with child as child engages in classroom/school situations, e.g.

. arriving/leaving school
. talking with peers/adults
. going to the cafeteria/eating lunch
. listening to, reading, and discussing books, stories, films, etc.

. working with math problems
. participating in experiences such as projects, units of study, field trips, music, art, blockbuilding, sand, and other interest-areas, etc.

(See the K-2 Communication Skills section of the Teacher Handbook for situations in which oral language can be observed.)

Recording

- The teacher records impressions of child's language development on the assessement instrument, making appropriate notations and pertinent comments

Recommended Timeline:

It is recommended that assessments and recordings be completed by the sixth (6th) week of school for all first graders. Additional assessments and recordings are completed as--needed for those for those whose language development is delayed.

ASSESSMENT OF COMMUNICATION SKILLS
BY COMPONENTS
GRADES ONE AND TWO

Student _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

ORAL LANGUAGE

SOCIAL STAGES	Code			Comments
Progresses through social stages - uses egocentric talk				First Assessment Period
- talks to others about own activity				
- talks collaboratively about concrete experiences				
- talks collaboratively in absence of concrete experiences				
Understands and uses age-appropriate vocabulary				
Listens attentively and responsively				Second Assessment Period
STRUCTURES				
Expresses complete thoughts				
Uses mature speech (subject/verb agreement; past/present/future tenses; linking words, i.e., if, because, etc.; possibility words, i.e., maybe, could, etc.; qualifying words, i.e., huge, red, etc.)				
FUNCTIONS				Third Assessment Period
Communicates basic needs				
Gives directions				
Engages in personal dialogue				
Asks questions				
Reports information				
Uses imagination				

Directions: Enter the code that most appropriately describes the child's speech as observed in daily classroom interactions. Add date and pertinent comments.

Code: M = Most of the time S = Sometimes N = Not yet

ASSESSMENT OF COMMUNICATION SKILLS
BY COMPONENTS
GRADES ONE AND TWO

Student _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

ORAL LANGUAGE

SOCIAL STAGES	Code			Comments
Progresses through social stages - uses egocentric talk	S			First Assessment Period 9/10/88 • Generally becomes involved in dialogue with others. • Has good detailed talk with objects, but not yet on an abstract level. • Makes complete statements. • Parts of speech but not yet linking words. • No major problems in communicating. • Comfortable and fluent use in meaningful contexts.
- talks to others about own activity	M			
- talks collaboratively about concrete experiences	M			
- talks collaboratively in absence of concrete experiences	N			
Understands and uses age-appropriate vocabulary	M			
Listens attentively and responsively	M			Second Assessment Period
STRUCTURES				
Expresses complete thoughts	M			
Uses mature speech (subject/verb agreement; past/present/future tenses; linking words, i.e., if, because, etc.; possibility words, i.e., maybe, could, etc.; qualifying words, i.e., huge, red, etc.)	S			
FUNCTIONS				Third Assessment Period
Communicates basic needs	M			
Gives directions	M			
Engages in personal dialogue	M			
Asks questions	M			
Reports information	M			
Uses imagination	M			

Directions: Enter the code that most appropriately describes the child's speech as observed in daily classroom interactions. Add date and pertinent comments.

Code: M = Most of the time S = Sometimes N = Not yet

Analysis of Assessment Information

It can be seen quite readily that Anthony is well developed in the area of oral lranguage. That does not mean, however, that he never talks to himself about his activities and thoughts or that he never works or plays in the presence of others without relating it to another's activity. Generally, though, he involves himself in dialogue with others through talking, listening, contributing to discussions, and retelling stories or events involving concrete objects and activities.

Structurally, his speech is mature since he makes complete statements, using all parts of speech, and uses subject-verb agreement modeled by the adults around him. Even though he uses past and future tenses correctly, he does not use linking words to show understanding of casual relationships and possibilities.

He definitely uses all of the functions of language.

Plan for Instruction

In this situation, the teacher needs to continue to provide a language-rich environment with opportunities for growth. Through day-to-day interaction, the teacher will look for and note Anthony's use of linking words, his ability to talk about reasons and motives in a common experience, and his ability to distinguish between real and make believe.

FOR THE TEACHER

How Language Develops

The infant's first utterances and babblings are indications of exploratory thought processes. After months of trial and error and the mental processes which accompany these efforts, real words--words which replicate the sounds and meanings of adults--emerge. Oral language, which is the child's first means of expression, comes as a result of the basic need to communicate, to receive attention from others and to express needs and desires. Not only does oral language allow communication to take place, it seems to play a role in the cognitive development of the child. As a child learns to use words through many experiences, general ideas are developed about objects, events, and existing relationships between them. For example, with experiences including language, the child learns that other animals in the community can be cats as is the pet at home; then, all four-legged creatures might be cats until numerous personal experiences with accompanying language lead to the use of the appropriate label for a cat or a dog, and finally, the realization that both can be called animals. While a child's experiences with objects and events, along with maturity are necessary to intellectual growth and thinking, actual use of language is important in that it broadens thought, develops ability to think more efficiently, and provides a means for concisely communicating internalized complex meanings. For instance, "I'm going to ask Mom to help me bake some cookies for school" is an economical way to express a complex series of actions. This use of language and accompanying intellectual development is absolutely essential for a child's success in later years. In fact, later success in learning to read is highly dependent upon the quality and quantity of oral language which the child brings to the reading situation. Thus, fostering language development at home and at school is imperative.

Social Language Studies

While oral language plays a part in cognitive development, its social u age to express needs, meanings, and intentions, as well as to establish and maintain relationships, is extremely important. A child's language evolves based upon personal experience and feedback received. The timing and rate of development of language differs for each individual. It takes years to develop, and it continues to develop during the school years. Language is an active experience; it must be used if it is to be extended and kept alive. This social language can be divided into four stages:

. *Egocentric Talk*: the child talks about his own activity to himself, not expecting or caring about a reply, even though others might be present, e.g., Tyrone--"I'm building a house for my dog."

. *Associative Talk*: the child (still reflecting egocentric thought) talks about a personal activity and associates the other persons present with the activity. Listeners hear and understand but respond by speaking only of themselves and their own actions and thoughts. For example, three children working in the block area might make these comments:

Joe--"My tower is tall." Tisha--"My house has two windows and two doors." Diane--"I'm putting the airplane in the hangar."

. *Collaborative Talk Involving Concrete Thought:* the speakers share in and talk about a common activity. For example, one might hear two children talking while working on a transportation mural: Gigi--"This road is for cars and trucks." Ali--"I'm making an airport for the big planes."

. *Collaborative Talk Involving Abstract Thought*: Conversations deal with explanations, motives, and reality of events. For example, two children who live next door to each other might engage in the following dialogue: Erica--"Let's fix cupcakes like we had at Lashanda's birthday party." Tomika--"We don't have any of those pans for it." The beginnings of this socialization of thought occur between the ages of seven and eight.

Structures of Language Stages

Different from the child's use of language in social situations is the structure of this language. Developmentally, the child progresses from immature speech toward mature speech--that is, from telegraphic speech to the adult form.

. In stage one, *telegraphic speech*, the child uses only one to three words which represent a segment of the intended communication; for example, "Susan-hat." The listener must look beyond the words to visual messages--facial expressions and actions--to understand the communication. Susan's total message may be, "This is my hat. Don't you think it is pretty?"

. In stage two, *structural omissions*, the child uses more words but omits or substitutes parts of verbs, articles, possessives, prepositions, and pronouns; for instance, Susan funny--Susan hat foot--me funny." The message may be, "Look how funny I look with my hat on my foot."

. In stage three, *structural misuse*, the child fails to make agreement between subject and verb ("Tray want" instead of "Tray wants") and between articles and nouns ("a trucks" or two "truck").

. In stage four, *awareness of past and future tenses*, the child begins to use verbs showing past and future and to apply regular endings such as "ed" correctly to say "climbed". Also, the child may overgeneralize the endings and say "hitted" and "wented." Awareness of standard usage of irregular verbs, however, may be present as the child says "went" and "took".

. In stage five, *demonstration of relationships*, the child begins to use connecting words which show relationships between statements (if, when, etc.) and words which indicate indefiniteness (maybe, could, etc.).

. In stage six, *mature speech*, the child uses the adult form of speech. Children may progress toward the adult form of speech without using standard English. Generally, they will use the model to which they are exposed most often.

Language which the child hears most often is reflected in each stage; consequently, the language modeled by adults at home and at school is important. Modeling and correcting, however, are two different things. Modeling has a positive impact on the child's language development, while correcting is confusing to the child and often has a negative effect.

Functions of Language

As children move through developmental stages of social language and structures of language, they use language in these various ways:

. to *express basic needs* by physical, psychological, self protection, justification of behavior, criticism

. to *give directions and persuade* self, another, and a group:

. to *understand self, others, and the world* by expressing personal preferences, emotions, and self-worth; by protecting himself, his thoughts and feelings in relation to experiences, feelings, reactions of others, situations, and literature; by asking questions and making predictions in various situations;

. to *gain and report information* by asking questions and by identifying, describing, explaining, analyzing, predicting, and reflecting in a variety of situations;

. to *solve problems* by first recognizing the problem, reflecting, identifying solutions, anticipating and predicting outcomes/consequences;

. to *maintain relationships* by engaging in conversations, expressing empathy, questioning, planning, and collaborating;

. to *enjoy and imagine* by telling, re-enacting, and creating real and imagined events from life and literature; by exploring with language to try out and invent new words, rhymes, and rhythms.

Developmentally, the child's earliest use of language is to communicate basic needs, to direct, and to report in the present. As basic needs are met, language evolves to reflect the inner thought processes of prediction, projection, reasoning, and imagination. Within each function of language, talk ranges from simple to complex. Once again, this complexity of language development is largely dependent upon the kinds of interaction in which the child is engaged with others, especially adults.

ORIENTATION TO PRINT

ASSESSING ORIENTATION TO PRINT

What:

The child's orientation to print is assessed in three areas:

- Understanding of Print
- Concepts About Books
- Sense of Story
- Emergent Reading and Writing Strategies

(For additional information/explanation, see FOR THE TEACHER, located at end of this section and the Teacher Handbook, Communication Skills--Reading/Literature.)

Purpose:

The purpose of assessing orientation to print is to determine the child's knowledge of print.

Audience:

The assessment is intended for children who are not reading or who are in the early stages of reading.

Procedures:

Assessing

- The teacher gathers dat: over a period of time through observation of and interaction with child during normal classroom/school situations, noting what the child can do when engaging in reading-like activities, using real environmental print and children's picture books.
- Specifically for each area, the teacher observes/notes:

Understanding of Print

. signs and labels (environmental print) child recognizes, e.g., Hardee's, STOP, Cheerios, etc.
. if child tries to "read" by pretending to read
. if child asks what signs and labels say
. if child scribbles messages and tells what they mean

Concepts About Books

. how child attempts to read (page turning, where to start, etc.) when given opportunities to "read" familiar books

Sense of Story

. how child is able to listen to, retell, and dictate stories

Emergent Reading and Writing Strategies

. child's knowledge of books and ability to choose favorite ones
. if child predicts on basis of context, i.e., pictures, sense of story, memory of text

Recording

- The teacher records observations of child's orientation to print on the assessment instrument, making appropriate notations and pertinent comments

Recommended Timeline:

It is recommended that recordings be completed on the assessment instrument during the first six (6) weeks of school and as needed thereafter.

ORIENTATION TO PRINT

Directions: Enter the code that most appropriately describes what the child can do. Add date and pertinent comments.

	Code			Comments
UNDERSTANDING OF PRINT				First Assessment Period
Reads some environmental print				
Tries to read and write				
Understands that print conveys meaning				
CONCEPTS ABOUT BOOKS				
Shows the front of a book				
Shows where to begin reading				
Shows which direction to read				
Turns pages correctly				Second Assessment Period
Follows along by pointing at words				
Points to first and last letters of word				
SENSE OF STORY				
Listens attentively to a story				
Retells a story				
Dictates a story				
Naturally memorizes some favorite books				
Reads predictable/pattern books				Third Assessment Period
EMERGENT READING AND WRITING STRATE-				
Chooses own books				
Predicts on the basis of context				
Reads own dictated stories				
Traces own dictated stories				
Copies own dictated stories				

Code: M = Most of the time S = Sometimes N = Not yet

READING STRATEGIES THROUGH ORAL READING

NOTE: If the child's reading progress is delayed, complete the assessment and place in folder. Complete the information below. Add date and pertinent comments.

Comments

Reading Stage: Emergent ____ Transitional____
Title of Book:
Index of Control:

Reading Stage: Emergent____ Transitional ____
Title of Book:
Index of Control:

ORIENTATION TO PRINT

Directions: Enter the code that most appropriately describes what the child can do. Add date and pertinent comments.

	Code			Comments
UNDERSTANDING OF PRINT				First Assessment Period 8/20/88
Reads some environmental print	S			• Rice Krispies seen as one word.
Tries to read and write	M			• Needs context of package to read.
Understands that print conveys meaning	M			• Some confusion on how a book works.
CONCEPTS ABOUT BOOKS				• Good listener, Lacks experience with books.
Shows the front of a book	N			• Chimes in on favorite stories.
Shows where to begin reading	N			• Lacks hand/eye control for tracing words in dictated stories.
Shows which direction to read	S			
Turns pages correctly	N			Second Assessment Period
Follows along by pointing at words	S			
Points to first and last letters of word	N			
SENSE OF STORY				
Listens attentively to a story	M			
Retells a story	S			
Dictates a story	S			
Naturally memorizes some favorite books	N			
Reads predictable/pattern books	S			Third Assessment Period
EMERGENT READING AND WRITING STRATE-				
Chooses own books	M			
Predicts on the basis of context	S			
Reads own dictated stories	S			
Traces own dictated stories	M			
Copies own dictated stories	N			

Code: M = Most of the time S = Sometimes N = Not yet

READING STRATEGIES THROUGH ORAL READING

NOTE: If the child's reading progress is delayed, complete the assessment and place in folder. Complete the information below. Add date and pertinent comments.

Comments

Reading Stage: Emergent ____ Transitional____
Title of Book:
Index of Control:

Reading Stage: Emergent____ Transitional ____
Title of Book:
Index of Control:

Analysis of Assessment Information

Susan enjoyed showing the words she knew on the packages she brought from home. She was able to point to the words "Rice Krispies" but was not able to point to "Rice" and say "Rice." "Rice Krispies" is still a whole concept for her, instead of two words. Although she was very secure in her identification, it was clearly related to the context of the package instead of word identification.

Susan still seems confused on which direction to turn pages in a book. She needs to be checked again. As adults we sometimes flip a magazine from back to front. Directionality is not clearly established for line of print, but Susan consistently indicated left page before right, once we began at the front of the book.

Sense of story is still not well established for Susan. She enjoys reading simple pattern books such as Brown Bear, Brown Bear. Susan can read back dictated stories immediately but is unable to do so at a later time. Tracing ability is accurate, but fine motor control is not well developed for spacing and copying dictation.

Plan for Instruction

Susan needs to play store in the classroom and be provided paper and pencil to write grocery lists. The teacher should model how to copy the words from the package as she talks about the words and says the words.

Susan should be encouraged to bring in other packages with which she is familiar. A homemade book of package words called "Words I Can Read" would be an excellent initial reading experience. Susan should also be encouraged to copy and bring words she has noticed in the environment, e.g., Stop, Harris Teeter, Raleigh, Asheville.

Susan needs lots of opportunities to look at books. She needs one-to-one lap reading where she has opportunities to turn pages and follow along. The teacher should move her hand under the print as she reads to Susan. When appropriate, the teacher should draw attention to the last word as Susan chimes in.

Dictating and tracing her own words left-to-right would also help Susan establish left-to-right line orientation. As the teacher takes dictation, Susan can be shown how she must write one word at a time and leave space between the words. Many experiences with dictation and tracing should help establish sense of word.

As Susan attempts to compose for herself, the teacher can work on the concept of "letter" by saying, "Which letter do you think will be next?" (See the description of writing development.)

Overall, Susan seems to enjoy the rhythm of language and has excellent auditory memory for the stories she has heard several times. She needs to experience the above activities daily in order to further her development toward literacy.

FOR THE TEACHER

Understanding of Print

The use of environmental print in reading research has revealed much about children's knowledge of written language and the reading process. From an early age children recognize that meaning is associated with print items. When they come to kindergarten, they bring that interest in and knowledge about words in environmental print.

The findings of environmental and functional print research have implications for using environmental print in kindergarten and primary classrooms. Pre-readers show little interest in print in isolation (letters, word cards) and seem to view it as meaningless. They show more interest and understanding of print in its natural context (signs and labels on packages). The implication for the teacher is to make use of environmental print in real functional ways in helping children learn to read.

In order to find out just how much experience and knowledge the child has about environmental print, the teacher is encouraged to check each child's understanding by discussing signs, labels, and packages that are familiar to the child, e.g., Stop, Hardee's, Ingles, K-Mart, Cheerios, Milky Way, Jello.

Concepts About Print

Beyond environmental print knowledge, it is important to know what else children bring to the reading task: experience they have with books, what they think reading is, and what other knowledge they have of written language. The teacher, as the key observer, can gain a great deal of information while reading a picture book and talking about the language features of the book with the child. Sharing a picture book focuses on the whole task of reading within a meaningful context.

The procedure, very similar to a regular lap-reading occasion, is designed for the teacher to use individually and should take about ten minutes. The teacher should ask the child for help in reading the book and thereby can check: 1) front of the book and where to begin reading; 2) directionality; 3) details of print such as separate words; (4) functions of space in print; and 5) sense of story.

Sense of Story

Developing a sense of story comes from exposure to many stories over a long period of time. From consistently listening to stories, the child will memorize some favorites and will usually be able to retell and dictate stories.

Reading and Writing Strategies

While using print in various ways, the teacher can observe whether or not the child can choose a book, and whether or not s/he can join in when hearing a story. As the child develops these early strategies for making meaning, the child's own dictated stories can be used shortly thereafter for reading, tracing, or copying letters and words.

MORE FOR THE TEACHER

Understanding of Print

The teacher needs to check the child's personal knowledge of specific signs and labels to know the extent of his experience with environmental print. It will be helpful to make a note of which signs and labels each child recognizes, e.g., Stop, Hardee's, Cheerios. During this early stage of reading, it is also important to note if the child tries to read by pretending to read a book. Noticing signs and labels and asking what they say, and scribbling a message and telling what it means are also signs that the child is beginning to understand that print conveys meaning.

Concepts About Books

By working with each child in many different situations with books, the teacher will be able to check the child's understanding of how a book works. The child is not expected at this stage to be able to read the book, but the teacher will be able to observe and note how the child attempts to read (page turning, etc.) if the child is given opportunities to "read" familiar books.

Sense of Story

Sense of story is important in the development of reading and writing ability. As with the other sections of the assessment, this information will be gained through several observations on how the child is able to first listen to a story, then tell stories, and finally dictate a story. Children who naturally memorize favorite story books tend to have a better sense of story. The use of books with strong patterns helps the child develop sense of story.

Emergent Reading and Writing Strategies

The child's knowledge of books and ability to choose favorite ones to "read" should be observed and noted. The teacher checks to see if the child predicts on the basis of context (pictures, sense of story, memory of the text). Ability to chime in when a story is being read is a strong indicator that the child is able to predict.

As the child moves further along in learning to read and begins to pay close attention to the printed text, the teacher looks for self-correction strategies used. When the child comes to an unknown word, does he predict what it will be, based on meaning, syntax of the sentence, picture clues, or memory of the story? If the word does not make sense, does the child try to self-correct, or does he continue, oblivious to the meaning? The vehicle for checking the child's strategies with print can be dictated stories as well as books.

READING STRATEGIES THROUGH

ORAL READING

ASSESSING READING STRATEGIES THROUGH ORAL READING

What:

The child's reading strategies are assessed through a process of observing the child's responses and techniques as s/he reads aloud. Particular attention is given to the child's substitutions, hesitations, and repetitions and to whether meaning was of paramount importance. Analysis of the data provides a picture of the child's underlying reading strategies and reading process.

(For additional information/explanation, see FOR THE TEACHER, located at the end of this section.)

Purpose:

The purpose of assessing reading strategies through oral reading is to determine how the child processes print.

Audience:

The assessment is intended for children for whom reading progress is delayed.

Procedures:

Assessing

- The teacher gathers data by making written notations about the child's reading strategies as the child reads aloud selected books or parts of books
- The teacher analyzes the error patterns to get a picture of the child's reading process
- Specific procedures are as follows:

1. Choose an appropriate selection from the texts in the appendix. The text should not be so easy that no errors show up, nor should it be so difficult that the child is totally frustrated.

2. After light conversation, ask the child to read the story, encouraging him/her to do the best s/he can--to guess or skip a word because the reading will not be graded.

As the child reads directly from the book, the teacher...

a. tape-records the child's rendition. Notations are made on the record sheet (the typed text of the story) at a later time.
b. follows the reading, marking on the record sheet the appropriate notation for each error. (See Guide to Notations for Oral Reading Samples.)

The record sheet becomes a permanent record of the session and is the basis for the analysis.

3. Analyze the data collected on the sample.

a. Calculate the child's control of reading by comparing the number of words read easily with the number of words in the text
b. Carefully examine the notations to determine the errors made and the underlying strategies which caused the errors.

Consider the following questions as the analysis is made:

. Did the lack of background information or experience cause a problem for the child?

(I was glad when my ~~father~~ daddy came home.)

. Did the reader correct the substitution if it was not meaningful?

(Curious George went ~~sailing~~ swimming C in the water.)

. If a word was substituted for another word, did it sound like language?

(He ~~lives~~ likes in a house.)

. How close was the substitution to the sound and shape of the word in the text?

(The ~~nurse~~ noise helped the boy.)

. Was the reader's dialect involved?

(I ~~don't have~~ ain't got one.)

The questions are crucial to the oral-reading sample analysis. The quality of errors and their effect on meaning are the central concerns.

Recording

- The teacher records the data on the assessment instrument, following the assessment procedure. The instrument is then filed in the assessment folder. Pertinent data and comments are recorded on the folder.

Recommended Timeline:

It is recommended that assessments and recordings be completed for children with delayed progress in reading on an as-needed basis.

ASSESSMENT INSTRUMENT: ORAL READING STRATEGIES THROUGH ORAL READING

Student_____ School System_____

Birthdate_____ School_____

Grade_____ School Year_____ Teacher_____

Title of Book_____

Background: How familiar was the child with this book?

_____ read it previously
_____ generally familiar with book but had not read it
_____ little or no familiarity

Reading Stages

_____ Emergent
_____ Transitional

Title: Who read the title of the book?

_____ Teacher _____ Child with T's help _____ Child

Comments:

INDEX OF CONTROL

A. _____ Total # of words in the selection

B. _____ Total # of words which were read incorrectly or required extra effort and/or help from the teacher (Includes: substitutions, omissions, sounding-out efforts, self-corrections, long pauses and assistance from teacher. Does not include repetitions.)

C. _____ Total # of words read fluently and accurately (A. minus B.)

INDEX OF CONTROL $\frac{\text{C (\# words read fluently and accurately)}}{\text{A (\# words in selection)}} = ____ = ____$

(divide A into C for index of control)

Note: Index of Control

.95 - 1.00 indicates an easy text
.90 - .94 indicates an instruction text
.80 - .90 indicates a difficult text
Below .80 indicates a text that is too difficult for the child

ASSESSMENT INSTRUMENT: ORAL READING STRATEGIES THROUGH ORAL READING

Student Susan Smith School System _____

Birthdate _____ School _____

Grade 2 School Year 1987-88 Teacher _____

Title of Book FROG AND TOAD ARE FRIENDS, Arnold Lobel

Background: How familiar was the child with this book?

_____ read it previously
__✓__ generally familiar with book but had not read it
_____ little or no familiarity

Reading Stages

_____ Emergent
__✓__ Transitional

Title: Who read the title of the book?

_____ Teacher __✓__ Child with T's help _____ Child

Comments: 4/12/88

Overall, Susan demanded meaning and had good control over her reading. The majority of her errors were meaningful. Tended to substitute a word of similar meaning and initial sound. Did not self-correct usage errors. Attempted new words - sh, bl.

Recommendations: Read other Frog and Toad books in order to gain confidence. Concentrate on writing development to reinforce reading.

INDEX OF CONTROL

A. 425 Total # of words in the selection

B. 39 Total # of words which were read incorrectly or required extra effort and/or help from the teacher (Includes: substitutions, omissions, sounding-out efforts, self-corrections, long pauses and assistance from teacher. Does not incl de repetitions.)

C. 386 Total # of words read fluently and accurately (A. minus B.)

INDEX OF CONTROL $\frac{\text{C (\# words read fluently and accurately)}}{\text{A (\# words in selection)}} = \frac{386}{425} = .91$

(divide A into C for index of control)

Note: Index of Control
.95 - 1.00 indicates an easy text
.90 - .94 indicates an instruction text
.80 - .90 indicates a difficult text
Below .80 indicates a text that is too difficult for the child

51

FROG AND TOAD ARE FRIENDS

Arnold Lobel

Spring

Frog ran up the path
to toad's house.
He knocked on the front door.
There was no ~~answer~~ body there.
"Toad, Toad," shouted Frog,
"wake up. It is spring!"
~~"Blah,"~~ Blue c said a voice
from inside the house.
"Toad! Toad!" ~~cried~~ said Frog.
"The sun is shining!
The snow is melting. Wake up!"
"I am not here," said the voice.
Frog ~~walked~~ went into the house.
It was dark.
All the sh~~utters~~ T were closed.
"Toad, where are you?" called Frog.
"Go away," said the voice
from ~~a corner of~~ across the room.
Toad was ~~lying~~ laying in bed.
He had pulled all the covers
over his head.
Frog pushed Toad out of bed.
He pushed him out of the house

104/114 words

and onto the front porch.
Toad blinked in the bright sun.
"Help!" said Toad.
"I cannot see anything."
"Don't be silly," said Frog.
"What you see
is the clear warm light of April.
And it means
that we can begin
a whole new year together, Toad.
Think of it," said Frog.
"We will skip through the meadows
and run through the woods
and swim in the river.
In the evenings we will sit
right here on this front porch
and count the stars."
"You can count them, Frog,"
said Toad. "I will be too tired.
I am going back to bed."
Toad went back into the house.
He got into bed
and pulled the covers
over his head again.
"But, Toad," cried Frog,
"you will miss all the fun!"

118/130 words

51 "~~Listen~~ Look Frog," said Toad. C

52 "How long have I been asleep?"

53 "You have been asleep

54 since November," said Frog.

55 "Well then," said Toad,

56 "a little more sleep

57 will not hurt me.

58 Come back again and wake me up

59 at about half past May.

60 Good night, Frog."

61 "But, Toad," said Frog,

62 "I will be lonely until then."

63 Toad did not answer.

64 He had ~~fallen~~ fell asleep.

65 Frog looked at Toad's calendar. P

66 The November page was still on top.

67 Frog ~~tore~~ took off the November page.

68 He ~~tore~~ took off the December page. C

69 And the January page,

70 the February page,

71 and the March page.

72 He came to the April page.

73 Frog tore off the April page too.

74 Then Frog ran back to Toad's bed.

75 "Toad, Toad, wake up. It is ~~May~~ morning now." C

76 "What?" said Toad.

116/129 words

77 "Can it be May so soon?"

78 "Yes," said Frog.

79 "Look at your calendar."

80 Toad looked at the calendar.

81 The May page was on top.

82 "Why, it is May!" said Toad

83 as he got out of bed.

84 Then he and Frog

85 ran outside

86 to see how the weather

87 was looking in the spring.

48/52 words

Analysis of Assessment Information

Susan was able to understand and enjoy Frog and Toad are Friends. She was familiar with other stories about the animals by Arnold Lobel.

Overall, Susan demanded meaning and had good control over her reading. The majority of her errors were meaningful. For example, when she didn't know a word, she tended to substitute a word of similar meaning and same initial sound (it is May now; tore off). At times, however, Susan used her knowledge of language (he had fallen asleep; Toad was lying in bed) and did not self-correct. Susan's reading was based very much on personal experience rather than on any knowledge of book language (skip through the meadows). Although she hesitated on new words, she made accurate attempts at the beginnings of unknown words (shutters, blinked).

Susan's index of control on this story is .91. This score shows that the book is well within her control.

Plan for Instruction

Susan would benefit from re-reading the other Frog and Toad books in order to gain some confidence. Other books at this same level should be used for guided silent reading. Susan's reading strategies are meaning-based and excellent for this level.

Continuation of her writing program will strengthen her reading strategies. Reading to her from more complex story books will strengthen her knowledge of book language.

FOR THE TEACHER

The Use of Reading Strategies

As the child endeavors to read, how can we know the complex cognitive and perceptual processes going on inside the mind? How can we know which strategies are being developed? How can we help? One sound basis for early evaluation of reading progress is to observe and record what the child does as s/he reads aloud. Traditionally, reading has been taught by hearing children read. Unfortunately, this situation has often led simply to saying words for someone else to monitor and correct. Thus, many children never develop the processes of independent reading. Instead of checking word accuracy only, the oral reading sample recommended here is to be used to observe and record the child's skill with the reading process and the progress made toward independence in reading.

The Construction of Meaning

Since meaning is the goal of reading, the teacher must use the oral reading sample to assess how the child is constructing meaning from the book. While reading, the teacher should check the child's personal demand for meaning by observing his/her ability to use various kinds of information simultaneously. Cues used in the reading process are:

. personal knowledge of the subject (semantic information)
. own knowledge of language/word order (syntactic information)
. selective use of print on the page (grapho-phonic information)

By observing the child's responses and techniques as s/he reads aloud, the use of some of the. e processes will be revealed. By recording the child's errors, the teacher will be able to see which strategies are being used to advantage and which are not. The observations and records are much more involved than recording the number of words missed; the process requires the teacher to pay particular attention to substitutions, hesitations, and repetitions and to see if meaning was of paramount importance to the child. The information gained will help the teacher know which new strategies to stress in aiding the child to become an independent reader.

The following books are examples that can be used to assess a student at the emergent stage, and at the transitional stage.

. *Emergent Reader Stage*

The child has some notions of print orientation and concept of word, and is beginning to get some meaning from words.	Martin, Bill. Brown Bear, Brown Bear. New York: Holt, Rhinehart, and Winston, 1970.

. *Transitional Reader Stage*

The child understands the nature of print, reads with understanding but needs support.	Lobel, Arnold. Frog and Toad Are Friends. New York: Harper and Row, 1958.

Guide to Notations for Oral Reading Sample

. Substitution

Draw a line through the word and write the substitution above the word.

Example: Angela ~~was~~ is seven...

. Insertion

Place a caret (^) at the point of insertion and write the inserted word ending, word, or words above the line.

Example: ...to take ^some dancing lessons...

. Omission

Circle the word, word ending, or punctuation omitted.

Example: She (had) wanted to take...
...and they move(d) like water.

. Self-correction of miscue

Circle the word and the recorded miscue. Place C above the circle.

Example: ...saw some dancers (in) C ~~on~~ TV.

. Repetition

Underline the word and words repeated, using a reverse arrow.

Example: Angela was seven.
←

. Word-by-word reading

Place a diagonal mark between the words.

Example: Angela/was/seven/years/old.

. Long pauses

Place a check where the hesitation occurs.

Example: ...dancing ✓ lessons ✓ ever since...

. Assistance from teacher after five-second pause

Place a T over the word supplied.

Example: The women all wore beautiful white....

. Uses picture for clue to unknown word

Place a P over the word.

Example: The bird flew to the bough.

. Attempts to sound out

Write the sound(s) attempted above the word and cross out other letters.

Example: All the shutters were closed.

LISTENING AND SILENT READING

COMPREHENSION

ASSESSING LISTENING AND SILENT READING COMPREHENSION

What:

The child's listening and silent-reading comprehension are assessed through the areas below, using story books and information books:

-Prior Knowledge
-Comprehension From Text
-Comprehension Beyond Text
-Attitudes and Perceptions
-Application and Extension

(For additional information/explanation, see FOR THE TEACHER, located at end of this section.)

Purpose:

. The purpose of assessing *listening comprehension* is to determine the child' understanding from books read to him/her.

. The purpose of assessing *silent-reading comprehension* is to determine the child's understanding of what s/he reads.

Audience:

The listening assessment is intended for all children.
The silent-reading is intended for children who are reading.

Procedures:

Assessing

- For listening comprehension, as books are read to the children, the teacher gathers data over a period of time through a process of retelling and questioning.
- For silent-reading comprehension, as children read books, the teacher gathers data over a period of time through retelling strategies and teacher questions.
- Both listening and silent-reading comprehension can be assessed from group or individual situations.
- Examples related to each area of the assessment for assessing listening and silent-reading comprehension are listed below.

Prior Knowledge

. The teacher facilitates discussion, brainstorming, or webbing of the central topic to determine the knowledge the child brings to the book.

Comprehension from Text

. The child retells or tells about the book while the teacher listens for the child's general understanding of the book. If central elements are omitted, the teacher may raise questions or initiate discussion focused on these elements.

Comprehension beyond Text

. The teacher listens for higher-order thinking as the child tells about the book. Open-ended questions--questions with no preconceived right or wrong anwers--follow, if necessary. Such question stems as "What if...," "How could...," "Can you think of another way? (place, person, etc.)" promote open-ended questions.

Attitudes and Perceptions

. The teacher observes the child's attitudes and perceptions about books and reading, in general.

Application and Extension

. The teacher notes how or in what way(s) the child applies/extends information and meaning gained from reading experiences, e.g., draws, writes, seeks additional books about topic, works on a related project, etc.

Recording

- The teacher records impressions of the child's listening and silent-reading comprehension on the assessment instrument, making appropriate notations and pertinent comments.
- For silent-reading comprehension, the teacher should indicate the child's *reading stage at each recording.

*Reading Stages

. *Emergent-Reader Stage*

The child has some notions of print orientation and concept of word, and is beginning to get some meaning from the words.

. *Transitional-Reader Stage*

The child understands the nature of print, reads with understanding, but needs support.

. *Independent-Reader Stage*

The child reads with little, if any, support, is maturing in the ability to read, and gets meaning from more complex text.

Recommended Timeline:

It is recommended that recordings be made on the assessment instrument up to three times per year--within first six (6) weeks, mid-year, and end of the year.

LISTENING OR SILENT READING COMPREHENSION

Directions: Record the child's understanding of books listened to or read silently as determined by retelling and further questioning. Add date, reading stage (emergent, transitional, independent) and pertinent comments.

LISTENING	Code			Comments
Draws upon prior knowledge of subject				First Assessment Period
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)				
From Information Book: - Concepts - Facts - Specific Vocabulary				Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)				
Attitudes/Perceptions: (positive, clear, etc.)				Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)				
SILENT READING				Comments
Draws upon prior knowledge of subject				First Assessment Period
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)				
From Information Book: - Concepts - Facts - Specific Vocabulary				Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)				
Attitudes/Perceptions: (positive, clear, etc.)				Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)				

Code: M = Most of the time S = Sometimes N = Not yet

LISTENING OR SILENT READING COMPREHENSION

Directions: Record the child's understanding of books listened to or read silently as determined by retelling and further questioning. Add date, reading stage (emergent, transitional, independent) and pertinent comments.

LISTENING	Code			Comments
Draws upon prior knowledge of subject	M			First Assessment Period *10/8/88* ·Usually contributes to discussions prior to reading. ·Includes details and information about characters. ·Tells setting and more details when questioned. ·Generally can discuss information. ·Frequently uses words in other situations. ·Listens attentively. Enjoys books about animals. ·Chooses to read other books. Likes to draw.
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)	M			
From Information Book: - Concepts - Facts - Specific Vocabulary	M			Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)	S			
Attitudes/Perceptions: (positive, clear, etc.)	M			Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)	M			
SILENT READING				**Comments**
Draws upon prior knowledge of subject	M			First Assessment Period *10/1/88* ·Can talk about subject of most things he reads. ·Gives details and sequential retelling of stories. ·Attends to setting when questioned. ·Understands main concepts and vocabulary. ·Enjoys telling facts learned! ·Shows interest in reading on own. ·Asks for other books on animals. Brought in pictures
From Story Book: - Main idea - Details - Setting (where, when) - Characters - Events (beginning, middle, end)	M			
From Information Book: - Concepts - Facts - Specific Vocabulary	M			Second Assessment Period
Beyond Literal Text: (conclusions, inferences, evaluations, etc.)	S			
Attitudes/Perceptions: (positive, clear, etc.)	M			Third Assessment Period
Applications/Extensions: (further reading, writing, center activities, content areas, etc.)	M			68

Code: M = Most of the time S = Sometimes N = Not yet

Analysis of Assessment Information

Sammy visited the state zoo this summer. He has a great interest in animals - particularly bears. His strengths include identification of main ideas and details and sequencing events. He needs some prompting to supply a description of setting when read to or to supply a description of characters when reading silently. He demonstrated growth, however, in independence and decision-making in the extension activities.

Plan for Instruction

Capitalize on Sammy's interest in animals. Encourage further reading and a project related to animals. Suggest that he and Steven collaborate on the project and share their product with other classes. Continue to ask questions in various classroom situations that extend his thinking. Watch for increased awareness of setting and characters as he gains more confidence and fluency.

FOR THE TEACHER

Listening

Listening is a mental process in which sounds, including the sounds of spoken language, connect with experiential images in the mind to produce meaning. The connectedness of sound and image is of primary importance and highlights several principles about children's learning:

. Young children cannot comprehend what they have not experienced.

. Children who have not heard a great deal of language tied to their experiences will have problems comprehending.

. Children with physical hearing deficits can and must be identified early. They must be provided with direct assistance to prevent comprehension problems.

· Children who are talked with and read to a great deal will be better listeners and better readers.

Listening, then, has both a learning function and an assessment function. As a learning function, children acquire patterns, rhythms, rhymes, voice control, and the structure of language through listening to printed material read orally to them. In everyday life, they must be able to listen attentively in order to comprehend what they hear and to respond appropriately. They acquire a vast store of information to help them understand the world around them, to solve problems, and to maintain positive relationships by having well-developed listening strategies.

As an assessment function, the ability to comprehend what is heard is a precursor to later ability to read and apply information. Assessing the listening ability of children, then, provides insight into re ıding potential and is a critical element in the child's on-going growth in reading. Listening assessment provides clues concerning the child's background of experiences, background with language connected to experiences, and also information concerning the child's growing capacity to understand the various elements of literature discovered in stories they hear read to them.

While listening assessment always comes before reading assessment, it cannot be dropped when reading assessment begins. The two go hand-in-hand in providing information about the child's developing ability to comprehend.

Silent-Reading

Teachers of beginning reading frequently make the mistake of assuming that all early reading must be done orally. Since oral reading provides the teacher with direct and immediate information about the child's use of syntactic, semantic, and grapho/phonic cues, it is often utilized to the exclusion of silent reading. In fact, many teachers of young children assume that beginning readers cannot read silently, since they are dependent upon the adult for providing assistance along the way. This assumption is a dangerous one which frequently leads to the formation of misconceptions on the part of young children concerning what reading is all about. When reading is initiated only as an oral process, children learn that:

. reading is a slow, laborious process;
. reading is a process in which every mark or symbol must be attended to;
. reading is an external process of word-calling;
. reading is an external process which requires an audience.

In fact, reading is none of the above. Reading is a thinking process in which what is seen on a printed page connects with experiential mental images to produce meaning. The first and second-grade child has experienced life for six or seven years, and the mental images which have developed from those years of experience come with the child to school. The young child also brings to school a vast understanding and use of language -- language which is spoken and understood and even language which is read. There, in the school environment, it becomes the task of the teacher to assist in expanding the internal connections between experience and language in its varied forms.

This internal proces of connectedness can become evident to the teacher only through listening to the child read orally. However, for the young child whose thinking is "centrated," the tedium of oral reading is a deterrent to the natural flow of these mental connections. Consequently, the classroom teacher must strive for a balance between oral reading for diagnostic purposes and silent reading for conceptualization purposes.

If children are to grow toward independent reading and toward the development of a genuine desire to read, they must begin to conceptualize reading as:

. a process focused on meaning rather than on sound;. .

. a process in which the eye and the mind interact more rapidly than the vocal cords;

. an empowering process which can be carried out by a single individual;

. an exciting process which allows for exploration and discovery of the world in which we live;

. a purposeful process.

Even though children are unable to verbalize such concepts, the essence of their meaning gradually develops as a mental image of "what makes reading." Thus, oral reading is necessary for teachers, but silent reading is absolutely necessary for children.

In addition to providing time, realistic opportunity, and materials for silent reading, teachers must exercise care in the manner in which they assess silent reading. A long barrage of questions following every experience with silent reading will quickly dampen the child's enthusiasm, whereas a simple "Tell me about the story" from the teacher allows the child to take the lead in a personal way. The teacher then mentally assesses from information given by the child and asks the child meaningful follow-up questions that fit the situation. Also, many informal opportunities should be provided for children to read silently as they go about their daily activities. Grocery lists or price charts in the housekeeping area, directional notices in blocks, written announcements of special events, or classroom labels provide such opportunities and reinforce the concept that reading has a purpose and, for the most part, is done silently.

MORE FOR THE TEACHER

Young children's listening and silent reading comprehension must be assessed in the same manner that they listen and read in their everyday school experience. Typically, the teacher, through discussion or brainstorming, quickly assesses the knowledge which the child brings to the story. Since prior knowledge may dramatically distort the assessment either positively or negatively, it must be considered as a primary variable. Then the children listen to or read books, poems, or stories, and teachers ask them to retell what they have heard or read. Teachers also ask questions focused on literature. Some questions are answered directly from the text; others require children to apply higher-level thinking processes which extend their thinking beyond the literal text level. Children then apply and extend the information and meaning gained from reading to other instructional activities, e.g., music, art, drama, math, science, writing, further reading, projects, and informal discussions. Frequently, the child's concrete experiences with blocks, sand, plants, etc., create an interest in a book and thus lead to reading. Sometimes the book promotes experiences, and sometimes the experience promotes the book. In either case, these reading experiences are informally evaluated every day by teachers.

The strategies and procedures employed in assessment of listening and silent reading must replicate those that teachers use in the daily program. This means that real books with real pictures must be used for assessing reading. Story books are used to assess the child's broadening concepts of story elements-- main idea, details, setting, characters, events, and the child's ability to move beyond the literal text into higher levels of thinking.

Information or content books are used to assess prior knowledge, concepts, facts, details, specialized vocabulary within the text, and higher levels of thinking beyond the literal text. Observational notations are also made on the child's attitudes and perceptions as well as the application or extension of learning through involvement in other activities. The suggested assessment procedure follows a distinct pattern with primary attention being given to the interaction between the child and books, as well as between the child and the teacher.

Prior Knowledge: The teacher facilitates discussing, brainstorming, or webbing of the central topics of books.

Comprehension from Text: The child retells or tells about the book while the teacher listens for the child's general understanding of the book. If central elements are omitted, the teacher may raise questions or initiate discussion focused on these elements.

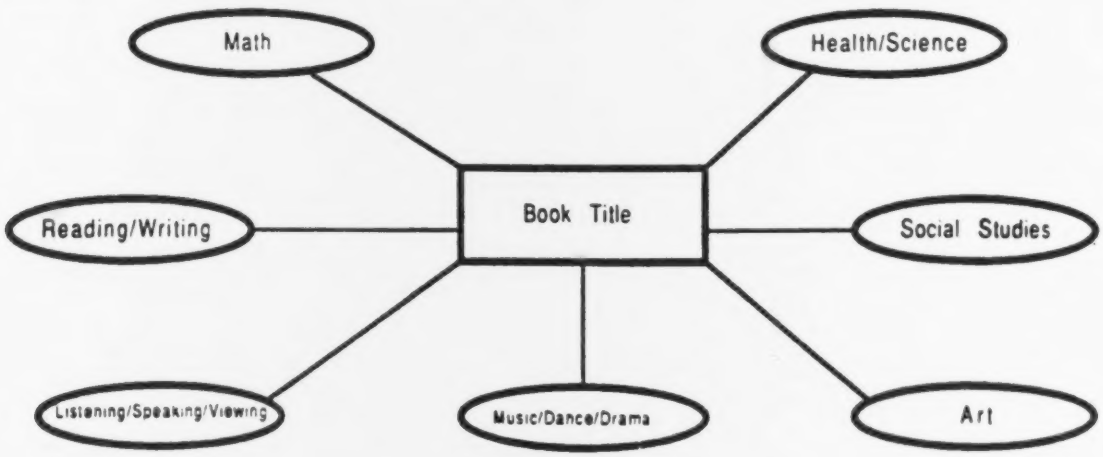
Comprehension beyond Text: The teacher listens for higher order thinking as the child tells about the book. Questions follow, if necessary. At this level of assessment, the teacher's questioning skills are paramount. Questions must be open-ended, with no preconceived notions of right or wrong answers. Such question stems as "What if...," "Can you think of another way? (place, person, etc.)...," or "How could..." are helpful. Each literary element offers the opportunity for assessing the child's growth in making inferences, analyzing, creating, synthesizing, etc.

Attitudes and Perceptions: Like prior knowledge, attitudes and perceptions can be distorters of any assessment and must always be taken into consideration. If the child thinks the book is boring, silly, or too hard to understand, the assessment may be of little value. This information directs the teacher to use a different book which is of higher interest or at a different level. Teachers must continually observe the child's attitudes and perceptions about particular books as well as about reading in general, since children who are not disposed to reading rarely develop into successful readers.

Application and Extension

Prior to the use of a book in the assessment process, the teacher should develop a "web of possibilities" that can flow from the child's experience with the book. These webs include activities in each of the content areas and communication skills.

Following the use of books, the teacher notes the child's application and extension activities. This information may be recorded in list form on the assessment instrument, or the teacher may simply choose to attach a copy of the web and check the child's activities. The teacher's comments might note whether the activity was initiated by the student, teacher assistant, or teacher.



UNASSISTED WRITING

ASSESSING UNASSISTED WRITING

What:

The child's unassisted writings* are assessed in three broad areas:

- Functional Ways to Write
  . deals with the child's use of writing for various purposes in real situations, such as to convey information, express needs, reveal feelings, etc.

- Control of Writing
  . concerned with how the child manages print and conventions of writing to convey meaning.

- Attitudes toward Writing
  . relates to the child's concept of him/herself as a writer and his/her developing attitudes toward writing.

*Unassisted writings are original, independently-produced writings by the child.

Purpose:

The purpose of assessing unassisted writing is to glean important information concerning the child's reading and writing processes.

Audience:

The assessment is intended for all children.

Procedures:

Assessing

- The teacher collects data over a period of time through an analysis of the child's unassisted writings and through observations of the child as s/he engages in writing activities.
- The teacher selects copies of writing samples representative of the child's present level of writing performance and the types s/he produces for inclusion in the assessment folder.

NOTE: For writings reflecting the use of random letters or invented spelling, the translation is recorded on the copy of the sample(s) to aid the teacher in remembering the child's message.
(The information in FOR THE TEACHER, located at the end of this section, may be helpful in your analysis of the writings.)

Recording

- The teacher records the analysis of the child's writing development on the assessment instrument, making appropriate notations and pertinent comments. A copy of each representative writing sample is included.

Recommended Timeline:

It is recommended that initial recordings be completed on the assessment instrument within the first six (6) weeks of school, with subsequent recordings spaced throughout the year, preferably at mid-year and end of the year.

UNASSISTED WRITING

Directions: For each assessment, use observations and several samples which are representative of the child's performance level. Enter the code that most appropriately describes the child's writing. Add date and pertinent comments. Enclose representative sample(s) of unassisted writing for each assessment.

	Code			Comments
FUNCTIONAL WAYS TO WRITE				First Assessment Period
Writes:				
- Lists, labels, captions				
- Signs, directions, rules				
- Messages, notes, letters				
- Personal narratives				
- Questions				
- Factual information				
- Fiction				
CONTROL OF WRITING				
Uses invented spelling to convey meaning:				Second Assessment Period
- random letters				
- letter names				
- phonetic spelling				
Spells frequently-used words correctly				
Uses lower/upper case letters appropriately				
Spaces words				
Writes complete thoughts/ideas				
Ties one thought to another				
Sequences events/ideas				
Uses details				Third Assessment Period
Moves from a beginning, develops the idea, and concludes				
Uses conventional punctuation				
Uses conventional spelling				
ATTITUDES TOWARD WRITING				
Enjoys writing				
Shares own writing voluntarily				
Takes risks in own writing				
Responds to writing of others				

Code: M = Most of the time S = Sometimes N = Not yet

UNASSISTED WRITING

Directions: For each assessment, use observations and several samples which are representative of the child's performance level. Enter the code that most appropriately describes the child's writing. Add date and pertinent comments. Enclose representative sample(s) of unassisted writing for each assessment.

	Code			Comments
FUNCTIONAL WAYS TO WRITE Writes:				First Assessment Period *10/5/88*
- Lists, labels, captions	S	S	S	• Simple, complete thoughts - one sentence.
- Signs, directions, rules	M	M	M	• Good phonetic knowledge for spelling.
- Messages, notes, letters	M	M	M	• Many ideas for writing.
- Personal narratives	M	M	S	• Eager to write.
- Questions	N	S	S	• Needs to work on spacing.
- Factual information	N	S	M	• Seems to understand capital - first word of sentence.
- Fiction	N	S	M	
CONTROL OF WRITING				
Uses invented spelling to convey meaning:	M	/	/	Second Assessment Period *1/14/89*
- random letters	/	/	/	• Generally three or more complete thoughts.
- letter names	/	/	/	• Experimenting with punctuation - exclamation points.
- phonetic spelling	M	S	S	• Limited improvement in spacing.
Spells frequently-used words correctly	S	M	M	• Sometimes still uses phonetic spelling for challenging words. High-frequency words are correct.
Uses lower/upper case letters appropriately	S	M	M	
Spaces words	N	N	N	
Writes complete thoughts/ideas	S	M	M	
Ties one thought to another	N	S	M	
Sequences events/ideas	N	S	M	
Uses details	N	S	S	Third Assessment Period *5/20/89*
Moves from a beginning, develops the idea, and concludes	N	S	M	• Good development in stories.
Uses conventional punctuation	S	S	M	• Spelling well developed.
Uses conventional spelling	N	M	M	• Good use of detail in some stories.
ATTITUDES TOWARD WRITING				• Exclamation point understood.
Enjoys writing	M	M	M	• Still some phonetic spelling for challenging words.
Shares own writing voluntarily	M	M	M	• Great satisfaction from ability to write.
Takes risks in own writing	M	M	M	
Responds to writing of others	S	M	M	

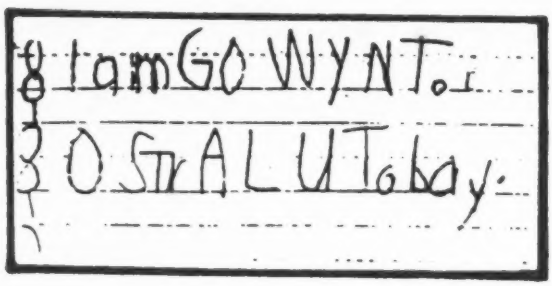
Code: M = Most of the time S = Sometimes N = Not yet

Analysis of Assessment Information

Analysis of a child's writing over time enables the teacher to assess the child's understanding and control of the writing process. Performance samples represent real instances of written language use and are important in guiding the teacher as s/he designs appropriate instructional experiences which support the child's need to explore and grow in written-language competence. The assessment instrument provides an analytic focus on the child's control of the writing process and the conventions used within that process. It also provides a means of assessing the child's attitude toward writing.

To illustrate the use of this assessment information, three performance samples of a first-grade student have been analyzed.

<u>1st Sample</u>
Ryan, Sept. 2: "IamGOWYNTo
OSTrALUTobay."
(I am going to Australia today.)



This is one of Ryan's first pieces of writing. His sentence expresses a complete thought and even begins with a capital letter and ends with a period. He rereads his message word-by-word from what he has written, demonstrating that he has developed a sense of words and remembers what the symbols he has written represent to him. His lack of spacing, then, is only from an unfamiliarity with conventional spacing between words. Ryan's rereading of his message is important to note, because with beginning writing, often children will read back what they "think" they have written rather than attend to the print they have actually written. This practice indicates that they have not yet gained the concept of print as talk written down and lack a sense of what words are.

Another element of conventional control to be learned is an appropriate use of capital and small letters. Ryan has learned to write capital and small letters in kindergarten and obviously intermixes the two types at random. His invented spelling indicates that he has also learned much about letter-sound relationships. "Ostralu" is a very close match for the phonetic elements heard in

"Australia." "Gowyn" for "going" shows an excellent attempt to reproduce the morphological ending "ing" with "wyn." These spelling samples would seem to indicate that Ryan is presently in the transitional stage of spelling development. As explained in the FOR THE TEACHER section, the child at this stage does write words which look like English, although they are often misspelled. Ryan's attempts do employ many features of standard spelling.

Such an analysis of Ryan's writing performance provides the teacher with some clear insights into how Ryan is learning to approach the writing process. His errors are viewed as important opportunities to learn about the understandings and skills he already possesses and how he goes about applying them.

Even from this brief, early offering, it is evident that Ryan is eager to write and willing to take risks to express himself. "Australia" could be a rather intimidating word to a beginning speller not quite so bold. But from the beginning, Ryan received only praise and encouragement for his efforts in writing. The teacher's philosophy is that it is far better to praise young writers for their beginning applications of what they know about letters and letter sounds than to stifle their willingness to explore and grow in their use of written language. For example, better a child take a risk with the most descriptive "froshus dobrmn pensr" (ferocious Doberman Pinscher) than play it safe with "bad dog."

Plan for Instruction

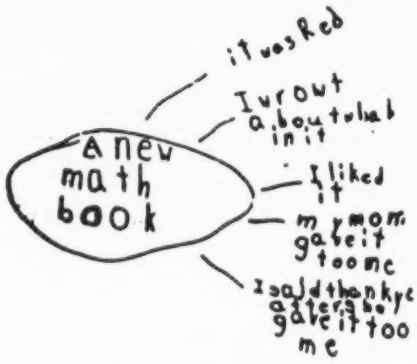
The assessment profile might seem rather intimidating if not considered as a three-point guide for instruction. The three points or areas to be considered are 1) in what ways does the child use writing, 2) how is the child handling writing, and 3) how does the child feel about writing. Although the child may exhibit several needs in each of the categories, it is the wisest instructional plan to select the next "most accomplishable" goal in each of these areas and to plan instruction with these goals in mind.

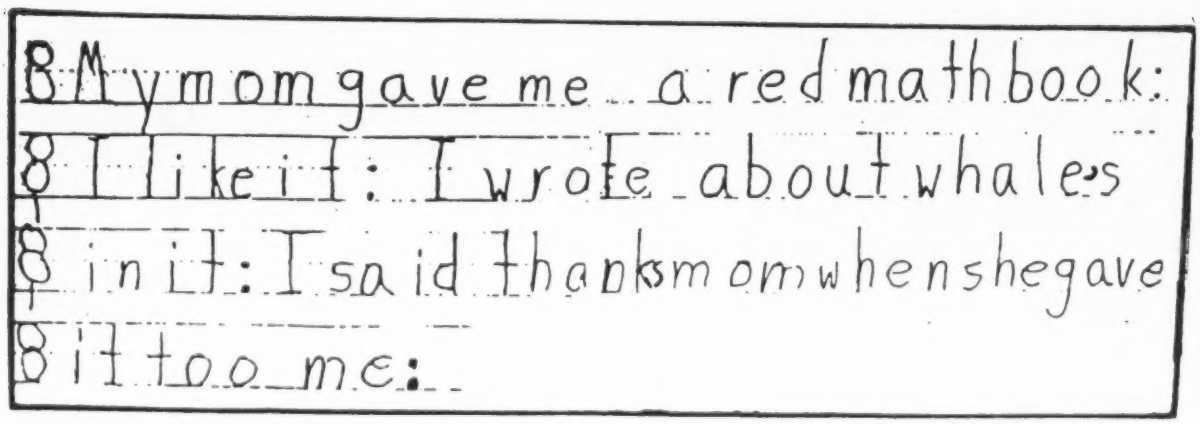
The plan for Ryan, process-wise, would encourage him to write longer stories and to begin to use webbing as a prewriting strategy to plan his writing (see 2nd sample). In the area of the use of writing conventions, Ryan needs to learn the concept of how capital and small letters are used as well as how to space properly between words. Pointing out how these conventions make the print in books and environmental print easier to read, and careful modeling of these writing conventions by the teacher and teacher assistant should help Ryan develop these concepts. As Ryan does more writing to share with others, the importance of these writing conventions will make sense to him.

Ryan has a good attitude toward writing and is eager to communicate. The one area of needed improvement would be for him to become more critical of his own attempts and strive to improve.

2nd Sample

Ryan, Jan. 14: "My mom gave me a red math book: I like it: I wrote about whale's in it: I said thanks mom when she gave it to me:"





Ryan is using a webbing strategy to plan his writing. His story is expressed in complete thoughts. His organization is a little off because he wrote his "thanks" as more of an afterthought than in its proper sequential place. He attends to details--"a red math book" and "wrote about whale's."

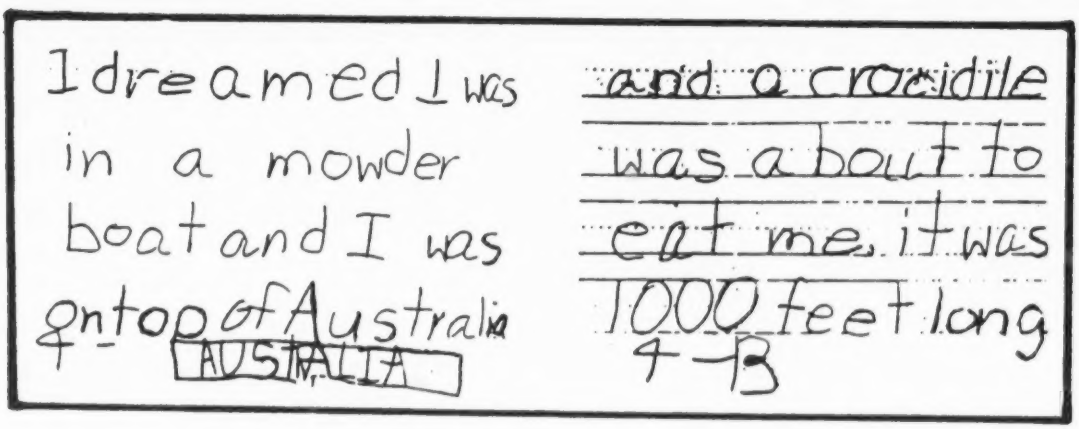
It is very evident that Ryan has recently been introduced to colons and was quite impressed by them. The colon seems to be his preferred mark of punctuation. Also, apostrophes are very interesting to Ryan and have been popping up quite often in other writing samples during this period. He often overgeneralizes and uses the apostrophe whenever he has a plural ending in "s" as in "whale's."

Ryan is beginning to show improvement in his spacing of words and seems to be able to use capital and small letters appropriately. Most of the words in this sample are spelled conventionally (the only exceptions being the wrong form of "to" and "whale's"). Ryan evidently did not find any challenging words to necessitate his invented spelling.

Plan for Instruction

Ryan is experimenting with webbing, although he needs more practice with this organizational technique (process). He is also obviously experimenting with punctuation and needs to learn some rules to guide his choice of punctuation (conventions). He is showing more sensitivity and objectivity toward his own writing in order to make it more readable to others (attitude).

Ryan, March 13: "I dreamed I was in a mowder boat and I was on top of Australia and a crocidile was about to eat me. it was 1000 feet long."



This sample from a few months later has not been coded on the assessment instrument and is included only to show that, although Ryan has certainly come a long way in his control of conventional spelling (note "Australia"), his efforts at invented spelling are still in evidence ("mowder boat" and "crocidile") and indicate a willingness to take risks in spelling to get his thoughts recorded. Ryan's attempts are so close--he is probably best described as being very near the standard spelling stage.

3rd Sample

Ryan, May 20: "My adventure of me in space (title) I went to the moon in a satilight. when I got there I went exploring and I found a rocket I opened it up with my spere and someone came out and said thanks! I saw a alien is a matter a fact I saw hundreds and hundreds and hundreds of them I saw a door I opened it a monster came out and chased me I went back to earth. in my satilight."

My Adventure of me in space
I went to the moon in a satilight. when I got there I went exploring and I found a rocket I opened it up with my spere and someone came out and said thanks! saw a alien is a matter a fact I sa hundreds and hundreds and hundreds of ther I saw a door I opened it a mon came out and chased me I we back to earth. ir my satilight.

Ryan's adventure story was well planned, using a storyboard strategy. His story is well organized and quite complete, with extra attention to such details as the "spere" he used to open the rocket and the "hundreds and hundreds and hundreds" of aliens he saw.

He now controls his spacing between words and is showing progress in his attention to punctuation (note the correct use of exclamation point), although he often omits periods and relies only on capital letters to signal the beginnings of his sentences. Ryan's invented spellings of "satilight" and "spere" are phonetically correct and very good attempts.

Ryan's writing samples, as well as comments from his teacher about her observations of his writing behavior, lend support to the assumption that his attitude toward writing is enthusiastic and that he shows an eagerness to learn. His spelling and plots become more and more inventive. His willingness to take risks with spelling and ideas indicate the degree of confidence Ryan is gaining as a writer.

Ryan's control of revision and proofreading is the most difficult to ascertain from these samples. The first three samples were not carried beyond the first drafts. The final sample was presented to Ryan's peer-conferencing group. Through his work with this group, Ryan grew more conscious of the need for saying things clearly and including information that his audience would need to know. His first drafts became more and more sophisticated as he showed increased awareness of how to write for his audience.

Plan for Instruction

Process-wise, Ryan is doing extensive planning as can be seen from the storyboard technique which he used to "draw out" his plot. He should practice more with this technique as well as with webbing. He is demonstrating a desire to use more concrete details and should be shown how to add more description to his narratives. Ryan has also been experimenting with descriptive, explanatory, and persuasive modes of writing.

Ryan is improving but still needs more work with learning consistency in capitalization and punctuation (conventions). His sharing with his peers through peer conferencing is clearly helping him to become more aware of this need, and he is showing more willingness to revise and edit his writing (attitude).

These few samples show much about Ryan's development as a writer. This documented assessment should be most helpful to his second grade teacher. From his work and these analyses, Ryan is known to be a budding writer with a healthy confidence in his ability as a writer, real control of his ideas and his organization of them, and the ability to present his ideas with an increasing degree of control over writing conventions. He has begun to take responsibility for revising and proofreading as he gains more of a sense of writing for an audience.

FOR THE TEACHER

Stages of Spelling Growth

As young children learn to write, they generally progress through several stages of spelling development. Some children move rapidly through the stages to become conventional spellers quite early. However, most children in the first and second grades are still learning how to spell. As they learn to write and to read, they make generalizations about written language and invent the spellings of words according to their current understanding.

Each child's invented spellings help the teacher understand what the child knows about the spelling system. The invented spellings give the teacher cues for how to respond to each child. At the early stages, encouragement and praise are appropriate. At the later stages, word study is also beneficial. Although correct spelling is important as children get older, it is more important that first and second-graders be encouraged to write fluently. Invented spelling helps young writers with this process.

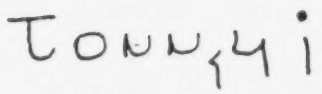
Various researchers have described the stages of spelling development in similar ways. Those stages and their characteristics will help teachers learn what to look for in analyzing the invented spelling attempts of young writers.

(Explanations and examples of the stages follow.)

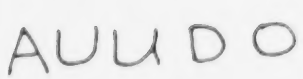
Random Letters

At this stage, children usually have not learned to read, even though they appear to know a lot about written language. The children in this stage do know how letters are formed, and they are beginning to make a link between these letters and language. These children are still oblivious to phonetic principles, for they do not yet understand that letters represent speech sounds. They do perceive the visual link, however, and begin to string letters along to look like writing.

Examples:



"This says sleepy-eye doll."



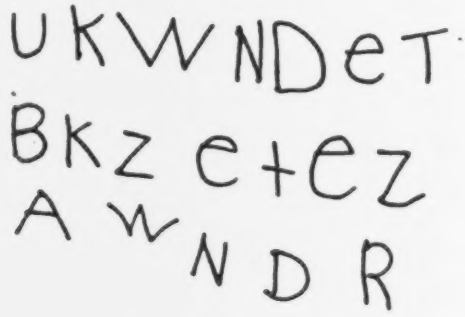
"This says Katrina."

"This says Debbie."

Letter Names

At the letter-name stage, the child has discovered basically how spelling works. At first there may be a string of letters, each one representing a word.

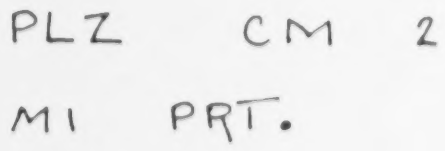
Example:



"You can wind it because it is a winder."

Generally, as the child develops the concept of word, s/he is able to break a word into phonemes and to represent these phonemes with letters of the alphabet. These letters are chosen because their names sound like the phonemes being considered.

Example:

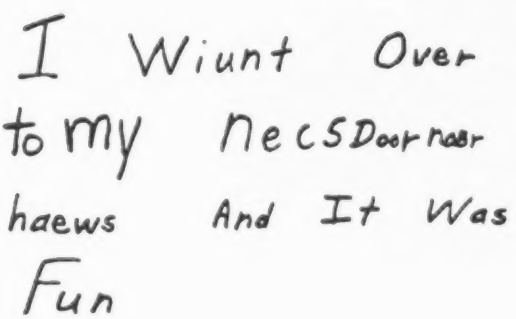


Please come to my party."

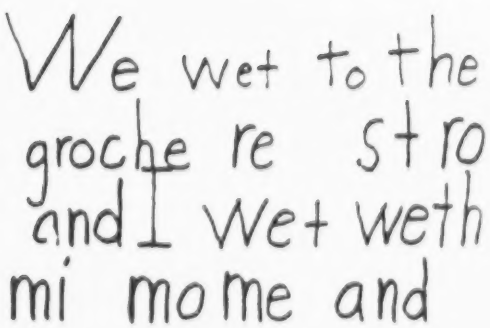
Phonetic Spelling

Children's words now look like real English words - only they are often misspelled English words. These children are demonstrating that they are aware of features of standard writing, such as silent letter, phonological rules, etc., but they have not yet integrated these features into a systematic way of spelling. These young writers by this time are readers, and their spelling improves as they read more, write more, and become more attentive to how words are formed.

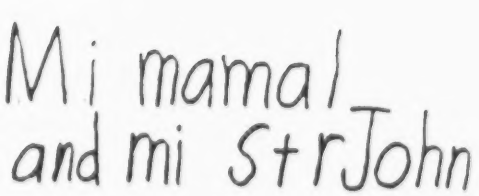
Examples:



I went over
to my next door neighbor's
house. And it was fun.



We went to the
grocery store
and I went with
my mommy and



my mamaw
and my sister Joan.

Conventional Spelling

Children at this stage use conventional spelling for most words. Errors do not mean that they are reverting to phonetic spelling. Few of us always spell every word correctly without the aid of a dictionary.

Example:

Rabbit

The rabbit is in my garden.
I see it. I tell my Dad.
He gets hes gun he goes
to the garden. The rabbit
is not there. He is gone
to the hole with hes babyes.
He baby ned food. He comes back to
the garden, My Dad is there.
the rabbit runs as fast as
he can. He mest hem.

INTEGRATED

COMMUNICATION SKILLS

ASSESSMENT

OVERVIEW

The purpose of the INTEGRATED COMMUNICATION SKILLS ASSESSMENT is to focus on how each child actually uses oral and written language while involved in a variety of meaningful experiences. Although this assessment gives consideration to each of the communication processes of listening, speaking, writing, and reading, an effort has been made to link listening and speaking (oral language) and writing and reading (written resources). Not only are the communication processes linked, but they are presented in terms of actual use by the child. To help teachers evaluate the development of thought and language in real contexts, certain other learning processes have also been included. These processes are the basis for the study of science, mathematics and social studies. Finally, this assessment also gives consideration to various strategies that a young child uses in becoming a proficient user of language.

In order to fulfill the intent of the integrated assessment, it is recommended that teachers gather the data from the natural interaction which occurs while children are involved in actual projects or units of study. The literature used by the children and the written material produced by the children for others to read also provide the data for assessment.

This on-going assessment instrument is intended for all children in first and second grades. The teacher can, over a period of time, use observations and samples of a child's writing and reading to determine a child's progress and make plans for further instruction. It is recommended that each child be assessed and information recorded during the first six weeks of school. On-going assessment can again be recorded mid-year (January-February) and toward the end of the year (April-May). The information recorded from careful observation and analysis of performance samples will give a complete profile of each child's development in the use of communication processes.

USING THE INTEGRATED COMMUNICATION SKILLS ASSESSMENT

What:

The INTEGRATED COMMUNICATION SKILLS ASSESSMENT focuses on the child's development in the following areas:

Developing Thought and Language through Concrete Experiences

The development of thought and language occurs through such process skills as observing, predicting, measuring etc., and these process skills develop best when the child is involved in concrete experiences. Selected process skills from Mathematics (Course of Study p. 221) and Science (Course of Study pp. 261-262) have been listed in this section. There are three spaces for the teacher's notes on special projects accomplished by the child.

Attitude Toward School Learning

The child's disposition toward learning is assessed.

Use of Oral Communication

This section is to be used to assess the various ways that the child actually uses listening and speaking as a variety of activities are undertaken.

Oral Communication Strategies

The child's strategies are assessed to check whether or not there is normal development in listening and speaking ability.

Use of Written Communication

This section is to be used to assess the various ways that the child actually uses books, letters, signs, labels etc. as different tasks are accomplished.

Written Communication Strategies

The child's strategies are assessed to check whether or not there is normal development in reading and writing ability.

Purpose:

The purpose of the INTEGRATED COMMUNICATION SKILLS ASSESSMENT is to focus on how well each child actually uses oral and written language while involved in projects or units of study. By listing the various functions of oral and written communication, the teacher can assess the child's proficiency in oral and written language.

Audience:

This assessment can be used with all first and second graders. If the teacher wishes more extensive documentation for some children,

an individual component of the Communication Skills can be used and inserted in the child's INTEGRATED COMMUNICATION SKILLS ASSESSMENT folder. For example, if a child shows delay in reading progress, the Reading Strategies through Oral Reading Assessment may be completed.

Procedures:

Assessing

Through systematic observations the teacher gathers data from the natural interaction which occurs while the child is involved in the various activities associated with the projects or units of study, e.g.

- conducting plant experiments and recording findings
- reading a recipe, cooking, and recording findings
- conducting a survey, graphing the data, and drawing conclusions
- using and discussing different books
- observing the classroom pet and recording findings
- making puppets and producing a play

Also, over a period of time the teacher collects samples of the child's development as a writer with different types of writing.

The K-2 Communication Skills section of the TEACHERS HANDBOOK gives suggestions for observation and samples.

Recording

The teacher records on the assessment instrument, using the code: M = Most of the time; S = Sometimes; N = Not yet. Each section has a place for comments if the teacher needs to make an explanation.

Recommended Timeline:

The assessment is designed to be recorded three times during the year. It is recommended that the first assessment period be from the first day of school through the first six weeks and recorded in October. The second assessment period, from October through January, can be recorded in February; and the third assessment period, from February through May, can be recorded in June.

INTEGRATED COMMUNICATION SKILLS ASSESSMENT
GRADES ONE AND TWO

Student _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

COMMUNICATING IN FUNCTIONAL WAYS

Concrete Experiences	Code			Sample Projects Accomplished
Observes				Date_____ Title_____
Explores the potential of materials				
Initiates learning				
Solves problems				
Uses prior knowledge				
Experiments				Date_____ Title_____
Classifies				
Uses space/time relationships				
Uses numbers				
Measures				
Infers				Date_____ Title_____
Predicts				
Develops models				
Evaluates and revises				
Communicates new knowledge				
Attitude Toward School and Learning				
Enjoys learning				
Takes risks				
Responds to others				

Record three times during the year, based on observations noted over a period of time.
Code: M = Most of the time S = Sometimes N = Not yet

Use of Oral Communication

	Code			Comments
Communicates and responds to ba needs				First Assessment Period
Gives and takes directions				
Engages in personal dialogue				
Asks and responds to questions				
Gains and reports information				
Uses imagination				
Oral Communication Strategies				Second Assessment Period
Expresses complete thoughts				
Uses mature speech structures				
Progresses through social stages: - uses egocentric talk				
- talks to others about own activity				
- talks collaboratively about concrete experiences				Third Assessment Period
- talks collaboratively in absence of concrete experiences				
Listens attentively and responsively				
Understands and uses age-appropriate vocabulary				

Record three times during the year, based on observations noted over a period of time.

Code: M = Most of the time S = Sometimes N = Not yet

Use of Written Communication

	Code			Comments
Reads, writes and uses:				First Assessment Period
- lists, labels, captions				
- signs, directions, rules				
- notes, messages, letters				
- journals				
- simple information books				
- predictable/pattern books				
- picture books				
- easy fictional books				Second Assessment Period
- fictional chapter books				
- poetry				
- other sources				
Talks meaningfully about written resources, including literal and higher order thinking in:				
- retelling				
- responses to questions				
- group discussions				Third Assessment Period
- sharing				
Writes complete thoughts/ideas:				
- ties one thought to another				
- sequences events/ideas				
- uses details				
- Moves from a beginning, develops the idea, and concludes				

Record three times during the year, based on observations noted over a period of time.

Code: M = Most of the time S = Sometimes N = Not yet

Written Communication Strategies

	Code			Comments
Chooses own books				First Assessment Period
Tries to read and write				
Demonstrates orientation to print				
Associates spoken words with print				
Demonstrates sense of story				
Uses own dictated stories for:				
- reading				
- tracing letters/words				
- copying letters/words				
Naturally memorizes some favorite books				Second Assessment Period
Figures out unknown words in context, using:				
- meaning clues				
- sentence structure clues				
- phonetic generalizations				
Self-corrects when meaning is lost				
Selects own writing topics				
Uses invented spelling to convey meaning:				
- random letters				
- letter names				Third Assessment Period
- phonetic spelling				
Spells frequently-used words correctly				
Uses lower/upper case letters appropriately				
Spaces words				
Revises writing to enhance meaning				
Uses conventional punctuation				
Uses conventional spelling				

Record three times during the year, based on observations noted over a period of time.

Code: M = Most of the time S = Sometimes N = Not yet

FOR THE TEACHER

INTEGRATED LEARNING

A Place for Learning

The classroom environment plays a fundamental role in the quality of learning. First, the environment must take into account the emotional and psychological needs of the children. Learning takes place most effectively in a warm, caring environment in which the children feel safe, secure, and accepted. Risk-taking is encouraged and mistakes are valued as an important part of the learning process. The child must be supported and his or her attempts honored.

The Emotional Environment

Interaction between people in the classroom is the base line of an emotional environment. Many varied opportunities for children to relate to each other, as well as to adults in the classroom, determine the quality of this environment. Children should be encouraged to talk freely about their experiences and to pose questions that lead naturally to further explorations.

The Physical Environment

In many ways, however, the physical environment also contributes to the intellectual well-being of the child. The child who is safe and comfortable and whose basic needs are met in the classroom is most productive. The classroom must be clean and colorful and provide for a variety of activities. This is most readily achieved with flexible space and movable furniture that can be arranged for large-group, small-group, and individual activities, depending upon the objectives for the day. The child's need for privacy must always be taken into account in planning for physical environment.

Materials are another physical aspect of the classroom. Without an abundant and varied assortment of concrete items (e.g., rock collections, science equipment, cooking supplies, artifacts from various cultures, art materials, and other supplies), the classroom is incomplete. Addition of such supplies will necessitate more storage space. To find this additional space, the teacher and assistant may need to reevaluate the use of existing space and consider creative solutions for expanding their area. The addition of lofts gives the classroom more than one floor space and also allows the nooks and crannies that children need for privacy and quiet times.

The Intellectual Environment

The intellectual environment of the classroom depends on the ability of the teacher and assistant to make all components of the environment and program mesh. The child, the curriculum, the classroom itself, the materials, the method of teaching, the relationship of teacher and assistant, and the quality of implementation determine the intellectual environment. The intellectual environment is not a "place," but rather a composite of all these components.

The Foundation for Literacy

Young children develop language by talking in their everyday life. They acquire the ability to use words and phrases because of the desire and need to talk about very real, personal experiences. As children grow, they are surrounded by not only oral language, but written language is also abundantly present in their lives. Children see words on signs and packages, on TV, and in magazines. Parents should frequently read and write in the presence of their children and, most importantly, read to them consistently. Through all of this, oral language is developed, and children slowly gain an understanding of written communication. Some words begin to take on special meaning. It is common for children to begin to recognize their special words such as STOP, CHEERIOS, and HARDEE's before they start school.

Using and Developing Language in School

Further language development in school should take advantage of each child's oral language base. Through continued emphasis on natural language growth, the teacher and assistant can help the child begin to use language more effectively. The entire learning environment should be designed not only to stimulate the child's natural curiosity but also to encourage talk with other children, the teacher, and assistant.

The Source for Language Development

Total language development revolves around children's exploration in a stimulating environment. The greater part of each school day is spent with children working with manipulative materials. There are objects and materials to measure, count, weigh, and balance; plants and animals to care for; natural objects from the environment to sort, compare, and analyze; and materials such as paints, crayons, clay, and words to make new creations.

Every encounter with the materials can be used as an opportunity for language development. Talk is seen as legitimate: talk to oneself, talk to other children and talk to the teacher, assistant, or other adults. Excursions and field trips also provide opportunities for rich language development. Experiences are reconstructed through talking about it, painting it, dictating about it, constructing a model, or being read to about it.

Halliday's functions of language can be a useful guide for checking to see that there are a variety of opportunities for different kinds of talk. (From M.A.K. Halliday. **Learning How to Mean.** London: Howard Arnold, Ltd., 1975.) Of course, as children use language in different ways to communicate, they involve each other as listeners, as well as speakers.

MORE FOR THE TEACHER

Definition of Terms

1. Observing: using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations are influenced by the previous experience of the observer.*

2. Exploring the potential of materials: moving through stages from "messing about" with materials to putting materials to use in an increasingly complex way.

3. Initiating learning: choosing from options, identifying a personal interest, planning learning activities, revising plans, following through with plans.

4. Solving problems: identifying problems, suggesting possible solutions to problems, trying out possible solutions, drawing conclusions.

5. Using prior knowledge: relating existing knowledge to new situations, transferring understandings gained in one situation to a different situation.

6. Experimenting: testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.*

7. Classifying: the sorting or ordering of objects according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.*

8. Using space/time relations: describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shape.*

9. Using numbers: quantifying measurements or comparisons. Numbers are needed to manipulate measurements, order, and classify objects.*

10. Measuring: the ordering of things by magnitude, such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.

11. Inferring: the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or causes for events. Inferences are based on judgements and are not always valid.*

12. Predicting: suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.*

13. Developing models: representing what is known about an idea or concept through the use of various materials.

14. Evaluating and revising: making decisions based on criteria. Makes a change if there is a problem.

15. Communicating: the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.*

*Adapted from Standard Course of Study, pp. 261-262.

Functions of Oral Language	Examples
Instrumental Language (Communicating basic needs, gaining information, and solving problems.)	"I'm thirsty; I need a drink of water." (Healthful Living) "I'm starting over because I messed up my painting. Please give me some yellow paint." (Art) "I'd like a book about ghosts." (Media)
Regulatory Language (Communicating basic needs and giving directions.)	"You put your truck over there and put a load on it and then bring it back to the warehouse." (Social Studies)
Interactional Language (Language for maintaining and establishing relationships with others.)	"Will you play a song with me?" (Music) "Let me help you find the book about Mars." (Science, Comm. Skills) "Joe, will you read over my story with me, please?" (Comm. Skills)
Personal Language (Communicating basic needs; understanding self, others, and the surrounding world; and solving problems.	"We went to my cousin's house last night." (Comm. Skills--Journal Entry) "That was a scary story." (Comm. Skills--Literature) "I can finally ride my two-wheeler!" (Comm. Skills--Oral Language)
Heuristic Language (Language for finding things out; for exploring the environment; understanding self, others, and surrounding world; gaining information; and solving problems.)	"Do you think the butterfly's wings are inside the caterpillar?" (Science) "I wonder if this will float." (Science) "Where does the moon go at night?" (Science) "Is the oak tree as tall as the school?" (Math)
Imaginative Language (Language for imaginative purpose; language as a means of creating a world of one's own.)	"I'm the mommy. Come home now." (Social Studies) Invent new words for a poem. (Comm. Skills) "Once upon a time..." (Comm. Skills--Drama)
Informational Language (Language for conveying information for communicating something, and for formulating propositions about the world, for informing others, and for solving problems.)	"Blue and yellow make green." (Art) "We had a caterpillar, then it spun a cocoon. It slept a while, then it opened into a beautiful butterfly." (Science) "Not all new-born animals have their eyes closed." (Science) "Electricity made the bell ring." (Science) "The nails are heavier than the chips." (Math)

The Teacher's Role

With a sensitive teacher talking about, paraphrasing, and extending thoughts and ideas at appropriate times during these first-hand experiences, the child's language will be nurtured. Once the teacher truly appreciates the fact that language development actually occurs while the child is actively involved in a direct experience, countless opportunities are found where this can happen throughout the school day.

Using knowledge of child development, resource materials, and working with the same children day after day, the teacher is able to accept and deepen children's interests, record their thoughts and ideas, and help them to share their discoveries with others. Thus the classroom and its extensions are where language develops--where experience is used to extend language and where language is used to interpret experiences.

Linking Spoken and Written Language

How do we move from this meaningful use of oral language to the understanding of and use of the printed word? This happens when the child is surrounded by the printed word. The child begins to recognize some words as they are frequently used, heard, and seen. Language is very complex and varied. Since each child is different, each developing at his or her own pace and own way, a rigid plan for beginning reading and writing is inconsistent with the nature of language and the nature of children. Our main concern is to help children toward literacy by building on the child's individuality.

Recording a child's thoughts or discoveries and binding these into booklets is one way to promote the child's understanding of the printed word. Repeated reading of favorite stories also causes the familiarity with written language, especially if the child follows along. Songs, nursery rhymes, and poems on charts are other means to expose children to written language in ways that make sense to them.

Function Over Form

From the beginning, the teacher invites the child to write and to join in reading, until gradually the child takes more and more control of the reading and writing processes.

The skilled teacher uses many techniques to help children gain control of their language. The teacher keeps in mind that learning occurs from whole to part, and that sense of form and structure develops from functional, meaningful experiences; that sounds, letters, words, and spellings are learned through keeping language whole and in context.

Functional, Meaningful Experiences

The classroom and school must be environments rich in functional use of written language. There must be an abundance of written language that children will need and want to read. There must be many opportunities to write or dictate for others to write. Real reasons to write and read notes, messages, directions, charts, posters, booklets, lists, invitations, labels, and books help children see the practical value of learning to read and write. Sensitive use of the many functions of communication helps children sense that reading and writing facilitate what they want to accomplish. The focus should be on activities that encourage children to use language in a variety of ways rather than on studying it in isolation. Literacy development, therefore, must be integrated with social studies, science, math, arts, and other concerns of the classroom. Isolated, it becomes non-language, non-functional, and meaningless. In context, language development is a positive and successful experience for children.

Again, Halliday's seven functions make a useful guide for setting up meaningful situations to learn to read and write. Each experience listed can be considered as an opportunity for both reading and writing.

Functions of Written Language	Experiences and Activities In Content Areas
Instrumental (I want)	Sign-ups for activities or interest center Wish lists Planning lists Play store, travel agent, etc. Order for supplies: things I need Things I plan to do
Regulatory (Do as I tell you)	Signs Directions Rules for care of class pets, plants, material Rules for a game Procedures
Interactional (You and I)	Notes from the teacher for children on class message board, e.g., Mary, remember speech class at 9:30 a.m. Greeting card center Class Post Office Pen pals Games involving reading Joke and riddle books (Reading to the children and by the children and dictated or written by the children.) Interviews
Personal (Here I come)	Books about self and families Journals Diaries Field-trip logs Autobiographies
Heuristic (Tell me why)	Question charts Single-concept books Science-experiment logs Instructions to make things Recipes
Imaginative (Let's pretend)	Fairy tales Modern fiction Plays, skits Read-along books and record Comic strips Child-authored stories Poetry, art, music, and drama
Informational (Something to tell you)	Class-message boards, e.g., Five puppies for sale Bulletin boards Notes to children paralleling school messages to parents Resource books dictated or written by children and commercially produced Classroom newspapers Weather board Community newspaper, TV guide Contributions to community newspaper Context textbooks Charts and graphs developed from concrete experiences

CONFERENCING

An ideal way to assess children's learning is through conferencing--talking between an adult and a child or small group of children about work. The key principle of conferencing is that the student does most of the talking as a result of the teacher asking questions to draw forth ideas and to foster thinking. The student then has the opportunity to clarify and evaluate ideas, to get feedback, and to make improvements in the work as it progresses. Leave the pencil in the student's hands. Thus he or she retains control or responsibility for his or her own work.

A conference can last from a few seconds to several minutes, depending on the child's needs. It can be diagnostic (see where the child is, what the problems are, and determine what help is needed) or instructional (guide the concept or skill development through demonstration within the context of the child's work.) Many conferences can be both diagnostic and instructional.

Some Suggestions for Conducting Conferences

- Create a comfortable environment. Sit next to the child, as close to equal height as possible so eye contact can be maintained and the work can be viewed when s/he offers to show it to you. Show genuine interest in the child and the work by asking a lead question, e.g., "How's it going, Billy?" or "How did you do this?"

- Encourage the child to initiate questions and comments. It may take a while for the student to learn to do this, but the kinds of questions asked will encourage talking and expression of thoughts, e.g., "Can you think of a different way to do this? How?" "What is your favorite part?" "Is there a part you are not happy with? Why?" As the year progresses, the child will learn to talk more because s/he will find that the information shared will encourage additional talk.

- Concentrate on no more than one or two features of the child's work. Make a statement about it, e.g., "I see you know. . ." Follow with a question that will extend the information, e.g., "How did you know that?" Give the child as much time as needed for giving responses. If the work has major problems, choose one skill that can be handled and teach it within the context of the work. Trying to teach several skills at the same conference will only lead to confusion.

- Show the child a solution to a problem, rather than just telling it. Visual aids, and especially manipulatives, are good to use. If you need to demonstrate a skill that requires paper and pencil, do it on a separate sheet of paper. Have the student make the needed corrections on the paper; it should be the child's work.

- Make conferences a combination of experimentation, discovery, and fun. Avoid telling the child what to do. Asking good questions, e.g., "What do you think you could do to make this better?" or "What do you want to show (or say)?" will encourage experimentation and discovery of a way that works for the student. If the work has major problems, but the child thinks it is good, ask, "Why do you think it is good?" Listen to the reason; it may change the previous view of the quality of the work. Add humor when possible; laughter makes work fun.

- Make sure the child has clear directions or has made a decision on what to do next before concluding the conference. End on a positive note, e.g., "I'm happy you've found a way to..." or "That's interesting. Why don't you write it just the way you told it to me?"

The teacher's skill in conferencing takes practice. Good conferences are dynamic and interesting to both the child and the teacher and are great motivation for both. This motivation gives impetus to further learning, thus the process continues.

COMMUNICATION SKILLS CHECKLIST

OVERVIEW

The following COMMUNICATION SKILLS CHECKLISTS for grades one and two may be used to observe and assess individual student progress. They provide a framework for the on-going gathering of information which can be used for instructional planning.

Each instrument addresses specific goals for listening, speaking, reading/literature and writing which correspond directly to the goals in grades one and two listed in the Teacher Handbook: Communication Skills. Sub-categories (e.g., objectives 2.1, 2.2, 2.3) parallel the objectives found in the Teacher Handbook but do not correspond directly. In several instances, objectives have been combined or excluded on the instruments.

Space has been provided on each instrument for the bi-annual recording of information by the teacher. Data should be gathered through careful daily observation of children as they interact in classroom situations. Recordings should not be made on all the items on the instruments the same day. Notations should be made at the time deemed appropriate by the teacher, preferably as the student moves from one stage or level to the next.

The assessment process is not separate from the instructional program. It is to be conducted on an on-going basis, using the materials and instructional activities that already exist in North Carolina's classrooms. In addition, several goals and objectives may be observed simultaneously during an instructional activity. For example, when a teacher reads a story to the entire class and then asks a student to retell the story, listening, speaking, and reading/literature goals and objectives can be observed and assessed. The MEASURES contained in the Teacher Handbook may be used and expanded as instructional activities to aid in the on-going assessment process. Activities in other areas of the curriculum (e.g., Arts, Healthful Living, Science, Social Studies) may also provide opportunities for observing and assessing listening, speaking, reading/literature, and writing.

As revisions are made in the Teacher Handbook, parallel changes will also need to be made in these assessment instruments so they reflect that document. Thus, they will remain a normal and integral part of the on-going instructional program.

The Department of Public Instruction acknowledges the Asheboro City Schools for the submission of these instruments for inclusion in the assessment program.

COMMUNICATION SKILLS CHECKLIST

GRADE ONE

Student _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

LISTENING

GOAL 1: The learner will listen to basic needs expressed by others.

	Date	Code	Date	Code	COMMENTS
1.1 Responds to needs and requests by others					

GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

2.1 Responds to story through eye contact					
2.2 Holds book appropriately					
2.3 "Reads" from memory after hearing story					

GOAL 3: The learner will listen and respond to the language of others.

3.1 Carries out a simple direction: two and three related directions					
3.2 Points to words while listening to a story					

GOAL 4: The learner will learn listening skills in order to maintain relationships.

4.1 Responds in conversation and in experience stories					

GOAL 5: The learner will listen to gain information.

5.1 Responds to literal and interpretive questions about story					
5.2 Retells story in sequence and draws conclusions					

GOAL 6: The learner will use listening skills to solve problems.

6.1 Investigates the how and why in stories					

GOAL 7: The learner will listen in order to enhance imagination and enjoyment.

7.1 Experiments with language and acts out characters					

SPEAKING

GOAL 1: The learner will use speech to communicate basic needs.

1.1 Uses sentences to protect self interest/justify behavior					

Code: M = Most of the time S = Sometimes N = Not yet

	Date	Code	Date	Code	COMMENTS
GOAL 2: The learner will use speech to understand self, others, and surrounding world.					
2.1 Articulates feelings and relates informal experiences					
GOAL 3: The learner will use speech to give directions					
3.1 Gives directions and collaborates in action					
GOAL 4: The learner will use speech to report and inform.					
4.1 Identifies the components of a scene or object					
4.2 Refers to details and incidents					
4.3 Refers to sequence of events					
4.4 Makes comparisons and recognizes related aspects					
4.5 Makes analyses and recognizes central meaning					
GOAL 5: The learner will use speech to solve problems.					
5.1 Recognizes and reflects on problems and their solutions					
GOAL 6: The learner will use speech to establish and maintain relationships					
6.1 Engages in conversation with others					
GOAL 7: The learner will use speech to express imagination					
7.1 Re-enacts real/literary events					
GOAL 8: The learner will verbalize effectively.					
8.1 Uses volume and intonation according to situation					
GOAL 9: The learner will exhibit effective non-verbal techniques					
9.1 Establishes eye contact and uses facial expressions					
READING/LITERATURE					
GOAL 1: The learner will continue to develop a familiarity with books and stories.					
1.1 Selects favorite stories & demonstrates understanding of them					
GOAL 2: The learner will understand that written language conveys meaning					
2.1 Relates to print by expressing thoughts of a story and reading words/sentences that have been dictated					
GOAL 3: The learner will continue to develop a sense of story.					
3.1 Recognizes components, plot, and sequence of a story					
3.2 Compares and contrasts stories					
GOAL 4: The learner will understand that events and experiences can be recorded and later recalled by the use of group-authored stories.					
4.1 Recognizes sentences/words in group story					

	Date	Code	Date	Code	COMMENTS
GOAL 5: The learner will understand that own oral language can be written down and read.					
5.1 Dictates coherent story and recognizes own words					
GOAL 6: The learner will continue to develop an orientation to print.					
6.1 Knows the story comes from print					
6.2 Demonstrates front-to-back nature of books					
6.3 Demonstrates left-to-right, top-to-bottom direction					
GOAL 7: The learner will continue to become familiar with signs and labels in environment.					
7.1 Identifies own full name and those of peers					
7.2 Recognizes labels/captions and common signs					
GOAL 8: The learner will continue to be familiar with language found in books.					
8.1 Uses language heard with appropriate intonation patterns					
GOAL 9: The learner will read simple books which can be easily anticipated or predicted.					
9.1 Reads simple materials, matching voice to print					
GOAL 10: The learner will understand the concepts of "word", "letter", "space" and "sound".					
10.1 Distinguishes between words and understands there are spaces between words					
10.2 Recognizes letters of alphabet/ understands some words begin with same sound					
GOAL 11: The learner will set a purpose for reading.					
11.1 Reads for pleasure, to answer own questions, and to follow directions					
GOAL 12: The learner will demonstrate an understanding of main idea and details.					
12.1 Expresses main idea and supporting details					
12.2 Describes details of a character and locates specific details					
GOAL 13: The learner will understand plot, time, cause/effect, sequence, logical arrangement.					
13.1 Recalls plot, time, cause/ effect, sequence, logical arrangement.					
GOAL 14: The learner will be aware of the setting of a story or book.					
14.1 Describes setting of story and contrasts it to settings in different stories					
GOAL 15: The learner will understand inference in a story.					
15.1 Draws conclusions, infers cause effect, and predicts outcomes					

	Date	Code	Date	Code	COMMENTS
GOAL 16: The learner will understand character traits.					
16.1 Analyzes feelings, recognizes motives, describes behavior					
GOAL 17: The learner will evaluate what is read.					
17.1 Expresses opinions, compares and contrasts quality of books/stories					
GOAL 18: The learner will make predictions and confirm them.					
18.1 Predicts on basis of content, context, sentence structure, letter detail					
GOAL 19: The learner will develop vocabulary to aid in comprehension.					
19.1 Uses high-frequency words, defines words/phrases, gives synonyms and antonyms, and uses context clues					
GOAL 20: The learner will make some phonic generalizations.					
20.1 Uses single consonant sounds and clusters					
20.2 Uses long and short vowel sounds					
GOAL 21: The learner will begin to gain knowledge of word structure.					
21.1 Recognizes plurals, apostrophes, simple contractions, compound words in context					
WRITING - UNASSISTED WRITING PROCESS					
Participates in prewriting activities					
Uses complete thoughts/sentences					
Adds descriptors					
Ties thoughts together					
Sequences ideas					
Reads own writing					
Edits writing with assistance					
WRITING CONVENTIONS					
Uses left to right pattern of writing					
Uses conventional letter formation, letter size, spacing and alignment					
Uses invented spelling					
Uses conventional spelling					
Uses upper/lower case letters appropriately					
Uses conventional punctuation					

PLACE INSIDE FOLDER ONE DATED SAMPLE OF STUDENT WRITING PER ASSESSMENT PERIOD.

COMMUNICATION SKILLS CHECKLIST
GRADE TWO

Student _____ School System _____

Birthdate _____ School _____

Grade _____ School Year _____ Teacher _____

LISTENING

GOAL 1: The learner will listen to basic needs expressed by others.

	Date	Code	Date	Code	COMMENTS
1.1 Responds to needs and requests					

GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

2.1 Retells stories from memory					
2.2 Responds to new language heard in meaningful context					

GOAL 3: The learner will listen and respond to language of others.

3.1 Follows passage being read by another					
3.2 Raises questions after hearing information					

GOAL 4: The learner will learn listening skills in order to maintain relationships.

4.1 Responds to/questions others appropriately					

GOAL 5: The learner will listen in order to gain information.

5.1 Responds to literal and interpretive questions					
5.2 Can sequence, draw conclusions, make judgments					

GOAL 6: The learner will use listening skills to solve problems.

6.1 Solves problems by drawing conclusions, making judgments					

GOAL 7: The learner will listen in order to enhance imagination.

7.1 Acts out characters in stories					

SPEAKING

GOAL 1: The learner will use speech to communicate basic needs.

1.1 Expresses self and explains claims					

GOAL 2: The learner will use speech to understand self, others, and the world.

2.1 Seeks information through questioning and analyzes self					

Code: M = Most of the time S = Sometimes N = Not yet

	Date	Code	Date	Code	COMMENTS
GOAL 3: The learner will use speech to direct others.					
3.1 Gives directions, persuades others, and collaborates in action					
GOAL 4: The learner will use speech to report and inform.					
4.1 Can sequence events and recognize related aspects					
4.2 Finds main idea and analyzes content					
GOAL 5: The learner will use speech to solve problems.					
5.1 Uses logical reasoning to reach solutions					
GOAL 6: The learner will use speech to establish and maintain relationships.					
6.1 Converses appropriately with others					
GOAL 7: The learner will use speech to express imagination and enjoyment.					
7.1 Responds imaginatively to literature, music					
GOAL 8: The learner will verbalize effectively.					
8.1 Uses appropriate volume and intonation					
GOAL 9: The learner will exhibit effective non-verbal techniques to accompany speech.					
9.1 Uses eye contact and facial expressions					
READING/LITERATURE					
GOAL 1: The learner will continue to develop familiarity with books and stories.					
1.1 Gains pleasure/information from books					
GOAL 2: The learner will recognize relevant print in the environment.					
2.1 Reads signs, labels, and compares advertisements					
GOAL 3: The learner will read for a variety of purposes.					
3.1 Follows directions by reading					
GOAL 4: The learner will demonstrate an understanding of a main idea and details.					
4.1 Locates main idea and supporting details					
GOAL 5: The learner will understand plot, time, cause/effect, sequence, and logical arrangement in a story.					
5.1 Identifies plot and time sequence					
5.2 Associates cause with effect in a story					

	Date	Code	Date	Code	COMMENTS
GOAL 6: The learner will recognize the setting of a story or book.					
6.1 Identifies, describes, and compares settings					
GOAL 7: The learner will understand inference in a story.					
7.1 Draws conclusions, infers cause and effect, and predicts outcomes					
GOAL 8: The learner will understand character traits depicted in a story.					
8.1 Analyzes feelings, recognizes motives, and describes behavior of characters					
GOAL 9: The learner will evaluate what is read.					
9.1 Compares/contrasts quality of stories and books					
GOAL 10: The learner will make predictions and confirm them.					
10.1 Uses context, sentence structure, detail to predict					
GOAL 11: The learner will develop vocabulary to aid in comprehension.					
11.1 Uses high-frequency words in context					
11.2 Uses synonyms/antonyms for words					
11.3 Uses contextual clues					
Goal 12: The learner will continue to develop phonic generalizations.					
12.1 Uses consonant clusters and variant vowel sounds					
12.2 Uses long and short vowel sounds					
GOAL 13: The learner will continue to gain knowledge of word structure.					
13.1 Recognizes plurals, apostrophes, contractions in context					
13.2 Recognizes compound words, root words, affixes in context					
WRITING - UNASSISTED WRITING PROCESS					
Participates in prewriting activities					
Uses complete thoughts/ideas					
Adds descriptors					
Ties thoughts together					
Sequences ideas					
Reads own writing					
Edits writing					

	Date	Code	Date	Code	COMMENTS
WRITING CONVENTIONS					
Uses left-to-right pattern					
Uses conventional letter formation, letter size, spacing, and alignment in writing					
Uses invented spelling					
Uses upper/lower case letters appropriately					
Uses conventional punctuation					

PLACE INSIDE FOLDER ONE DATED SAMPLE OF STUDENT WRITING PER ASSESSMENT PERIOD.

APPENDIX

TRENDS IN COMMUNICATION SKILLS

Current research on the nature of early childhood language and literacy learning is reflected in the position statements and resolutions adopted by the major professional organizations in the nation. The key issues which affect this assessment are developmentally appropriate practice and current knowledge of the reading and writing processes.

The National Association of the Education of Young Children has developed a position statement, DEVELOPMENTALLY APPROPRIATE PRACTICES IN THE PRIMARY GRADES. Extracts from the language and literacy section and the evaluation section are printed here. The full document can be obtained from NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786.

The International Reading Association has passed resolutions on Access to Books and Reading Assessment. The resolutions are printed here. A free copy of the resolutions can be obtained from The International Reading Association, 800 Barksdale Road, P. O. Box 8139, Newark, Delaware 19714-8139.

The National Council for the Teachers of English resolutions on Testing and Evaluation and on Grammar Exercises to Teach Speaking and Writing are printed here. A free copy of these resolutions can be obtained from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

NAEYC POSITION STATEMENT ON DEVELOPMENTALLY APPROPRIATE PRACTICE (Excerpt)

Component
Integrated Curriculum

APPROPRIATE Practice	INAPPROPRIATE Practice
The goals of the language and literacy program are for children to expand their ability to communicate orally and through reading and writing, and to enjoy these activities. Technical skills or subskills are taught as needed to accomplish the larger goals, not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading ability, such as: looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictating, and writing about their activities or fantasies; planning and implementing projects that involve research at suitable levels of difficulty; creating teacher-made or child-written lists of steps to follow to accomplish a project; discussing what was read; preparing a weekly class newspaper; interviewing various people to obtain information for projects; making books of various kinds (riddle books, *what if* books, books about pets); listening to recordings or viewing high quality films of children's books; being read at least one high quality book or part of a book each day by adults or older children; using the school library and the library area of the classroom regularly. Some children read aloud daily to the teacher, another child, or a small group of children, while others do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities. Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.	The goal of the reading program is for each child to pass the standardized tests given throughout the year at or near grade level. Reading is taught as the acquisition of skills and subskills. Teachers teach reading only as a discrete subject. When teaching other subjects, they do not feel they are teaching reading. A sign of excellent teaching is considered to be silence in the classroom and so conversation is allowed infrequently during select times. Language, writing, and spelling instruction are focused on workbooks. Writing is taught as grammar and penmanship. The focus of the reading program is the basal reader, used only in reading groups, and accompanying workbooks and worksheets. The teacher's role is to prepare and implement the reading lesson in the teacher's guidebook for each group each day and to see that other children have enough seatwork to keep them busy throughout the reading group time. Phonics instruction stresses learning rules rather than developing understand of systematic relationships between letters and sounds. Children are required to complete worksheets or to complete the basal reader although they are capable of reading at a higher level. Everyone knows which children are in the slowest reading group. Children's writing efforts are rejected if correct spelling and standard English are not used.

NAEYC POSITION STATEMENT ON DEVELOPMENTALLY APPROPRIATE PRACTICE (Excerpt)

Evaluation

No letter or numerical grades are given during the primary years. Grades are considered inadequate reflections of children's ongoing learning.	Grades are seen as important in motivating children to do their work.
Each child's progress is assessed primarily through observation and recording at regular intervals. Results are used to improve and individualize instruction. No letter or number grades are given. Children are helped to understand and correct their errors.	Children are tested regularly on each subject. Graded tests are sent home or are filed after children see their grades. To ease children's stress caused by the emphasis placed on test scores, teachers "teach to the test."
Children's progress is reported to parents in the form of narrative comments following an outline of topics. A child's progress is reported in comparison to his or her own previous performance and parents are given general information about how the child compares to standardized national averages.	Children's progress is reported to parents in letter or numerical grades. Emphasis is on how well the child compares to others in the same grade and to standardized national averages.

INTERNATIONAL READING ASSOCIATION

Resolutions

ON READING ASSESSMENT

Background

Reading assessment must reflect advances in the understanding of the reading process. As teachers of literacy we are concerned that instructional decisions are too often made from assessments which define reading as a sequence of discrete skills that students must master to become readers. Such assessments foster inappropriate instruction.

We are concerned that inappropriate assessment measures are proliferating for the purpose of school by school, district by district, state by state, and province by province comparisons. The expansion of such assessments aggravates the issue of educational decision making based upon an inaccurate definition of reading. Be it therefore

Resolution

RESOLVED that the International Reading Association affirm that reading assessments reflect recent advances in the understanding of the reading process; be it further

RESOLVED that assessment measures defining reading as a sequence of discrete skills be discouraged and that the International Reading Association opposes the proliferation of school by school, district by district, state by state, and province by province comparison assessment.

ON INCREASING FUNDS FOR BOOKS

Background

Those in charge of spending for education in local districts, in state and local government, and at the national level continue to provide far too little money for books, particularly library books and trade books. Studies show that access to books is a significant factor in developing literacy and in helping students become life-long readers. Research shows that children in economically deprived circumstances lack access to books at home, in school, and in libraries. On a national average, schools continue to spend less than one percent of their budgets on library books, textbooks, and other instructional media. Be it therefore

Resolution

RESOLVED, that the International Reading Association reaffirm its belief that ease of access to books is essential at every level;

that IRA urge local and national government officials, school boards and other educational agencies to increase significantly their commitments to the purchase of library and trade books and other reading materials and to make them accessible to all learners, especially preschool children in low socio-economic areas:

that IRA affirm its support for standards at least equal to those established by the American Library Association* for school libraries; and

that IRA endorse, in the case of the United States, the recommendation of the Secretary of Education that schools increase three-fold their expenditures for library and trade books, textbooks, and other instructional media.

*Total number of printed items recommended: 40 per user
*Total number of books recommended: 16-24 per user

NATIONAL COUNCIL FOR TEACHERS OF ENGLISH
Resolutions

ON TESTING AND EVALUATION

RESOLVED, that the National Council of Teachers of English affirm the importance of uniting evaluation and learning;

that NCTE seek ways to empower English teachers to be confident evaluators and constructive critics of large-scale assessments, standardized tests, and classroom tests of language arts; and

that NCTE seek to develop new and alternative models of testing and assessment, to be shared with teachers and test developers.

ON GRAMMAR EXERCISES TO TEACH SPEAKING AND WRITING

RESOLVED, that the National Council of Teachers of English affirm the position that the use of isolated grammar and usage exercises not supported by theory and research is a deterrent to the improvement of students' speaking and writing and that, in order to improve both of these, class time at all levels must be devoted to opportunities for meaningful listening, speaking, reading, and writing; and

that NCTE urge the discontinuance of testing practices that encourage the teaching of grammar rather than English language arts instruction.

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DANNY AND THE DINOSAUR

Story and Pictures by Syd Hoff

01 Danny and the Dinosaur

02 One day Danny went
03 to the museum.
04 He wanted to see
05 what was inside.
06 He saw Indians.
07 He saw bears.
08 He saw Eskimos.
09 He saw guns.
10 He saw swords.
11 And he saw...
12 DINOSAURS!
13 Danny loved dinosaurs.
14 He wished he had one.
15 "I'm sorry they are not
16 real," said Danny.
17 "It would be nice to
18 play with a dinosaur."
19 "And I think it would be
20 nice to play with you."
21 said a voice.
22 "Can you?" said Danny.
23 "Yes," said the dinosaur.
24 "Oh, good," said Danny.

"What can we do?"
"I can take you
for a ride."
said the dinosaur.
He put his head down
so Danny could
get on him.
"Let's go!" said Danny.
A policeman stared at them.
He had never seen
a dinosaur stop
for a red light.
The dinosaur was so tall
Danny had to hold up
the ropes for him.
"Look out!" said Danny.
"Bow wow!" said a dog.
running after them.
"He thinks you are a car,"
said Danny. "Go away, dog.
We are not a car."
"I can make a noise
like a car,"
said the dinosaur.
"Honk! Honk! Honk!"

"What big rocks,"
said the dinosaur.
"They are not rocks,"
said Danny.
"They are buildings."
"I love to climb,"
said the dinosaur.
"Down, boy!" said Danny.
The dinosaur had to be
very careful not to knock
over houses or stores with
his long tail.
Some people were
waiting for a bus.
They rode on the
dinosaur's tail instead.
"All who want to
cross the street,
may walk on my back,"
said the dinosaur.
"It's very nice of you to
help me with my bundles,"
said a lady.
Danny and the dinosaur
went all over town and
had lots of fun.

"It's good to take an
hour or two off after a
hundred million years,"
said the dinosaur.
They even looked at
the ball game.
"Hit the ball,"
said Danny.
"Hit a home run,"
said the dinosaur.
"I wish we had a boat,"
said Danny.
"Who needs a boat?
I can swim,"
said the dinosaur.
"Toot, toot!"
went the boats.
"Toot, toot!" went Danny
and the dinosaur.
"Oh, what lovely
green grass!" said the
dinosaur. "I haven't
eaten any of that for a
very long time."
"Wait," said Danny. "See
what it says."
They both had ice cream
instead.

FROG AND TOAD ARE FRIENDS

Arnold Lobel

Spring

Frog ran up the path
to toad's house.
He knocked on the front door.
There was no answer.
"Toad, Toad," shouted Frog,
"wake up. It is spring!"
"Blah," said a voice
from inside the house.
"Toad! Toad!" cried Frog.
"The sun is shining!
The snow is melting. Wake up!"
"I am not here," said the voice.
Frog walked into the house.
It was dark.
All the shutters were closed.
"Toad, where are you?" called Frog.
"Go away," said the voice
from a corner of the room.
Toad was lying in bed.
He had pulled all the covers
over his head.
Frog pushed Toad out of bed.
He pushed him out of the house

and onto the front porch.
Toad blinked in the bright sun.
"Help!" said Toad.
"I cannot see anything."
"Don't be silly," said Frog.
"What you see
is the clear warm light of April.
And it means
that we can begin
a whole new year together, Toad.
Think of it," said Frog.
"We will skip through the meadows
and run through the woods
and swim in the river.
In the evenings we will sit
right here on this front porch
and count the stars."
"You can count them, Frog,"
said Toad. "I will be too tired.
I am going back to bed."
Toad went back into the house.
He got into bed
and pulled the covers
over his head again.
"But, Toad," cried Frog,
"you will miss all the fun!"

"Listen, Frog," said Toad.
"How long have I been asleep?"
"You have been asleep
since November," said Frog.
"Well then," said Toad,
"a little more sleep
will not hurt me.
Come back again and wake me up
at about half past May.
Good night, Frog."
"But, Toad," said Frog,
"I will be lonely until then."
Toad did not answer.
He had fallen asleep.
Frog looked at Toad's calendar.
The November page was still on top.
Frog tore off the November page.
He tore off the December page.
And the January page,
the February page,
and the March page.
He came to the April page.
Frog tore off the April page too.
Then Frog ran back to Toad's bed.
"Toad, Toad, wake up. It is May now."
"What?" said Toad.

77 "Can it be May so soon?"

78 "Yes," said Frog.

79 "Look at your calendar."

80 Toad looked at the calendar.

81 The May page was on top.

82 "Why, it is May!" said Toad

83 as he climbed out of bed.

84 Then he and Frog

85 ran outside

86 to see how the world

87 was looking in the spring.

PLAY WITH ME

Story and Pictures by Marie Hall ETS

01 Play With Me

02 The sun was up and there was dew on the grass
03 And I went to the meadow to play.
04 A grasshopper sat on the leaf of a weed.
05 He was eating it up for his breakfast.
06 "Grasshopper," I said, "will you play with me?"
07 And I tried to catch him, but he leaped away.
08 A frog stopped jumping and sat down by the pond.
09 I think he was waiting to catch a mosquito.
10 "Frog," I said, "will you play with me?"
11 And I tried to catch him, but he leaped away too.
12 A turtle was sitting on the end of a log.
13 He was just sitting still, getting warm in the sum.
14 "Turtle," I said, "will you play with me?"
15 But before I could touch him he plopped into the water.
16 A chipmunk was sitting beneath the oak tree,
17 Shelling an acorn with his sharp little teeth.
18 "Chipmunk," I said, "will you play with me?"
19 But when I ran near him, he ran up the tree.
20 A blue jay came and sat down on a bough,
21 And jabbered and scolded the way blue jays do.
22 "Blue Jay," I said, "will you play with me?"
23 But when I held up my hands he flew away.
24 A rabbit was sitting behind the oak tree.
25 He was wiggling his nose and nibbling a flower.

"Rabbit," I said, "will you play with me?"
And I tried to catch him, but he ran to the woods.
A snake came sneaking through the grass,
Zigzagging and sliding the way snakes do.
"Snake," I said, "will you play with me?"
But even the snake ran away, down his hole.
None of them, none of them, would play with me.
So I picked a milkweed and blew off its seeds.
Then I went to the pond and sat down on a rock.
And watched a bug making trails on the water.
And as I sat there without making a sound
Grasshopper came back and sat down beside me.
Then Frog came back and sat down in the grass.
And slowpoke Turtle crawled back to his log.
And Chipmunk came and watched me and chattered.
And Blue Jay came back to his bough overhead.
And Rabbit came back and hopped around me.
And Snake came out of his hole.
And as I still sat there without making a sound
(So they wouldn't get scared and run away),
Out f om the bushes where he had been hiding
Came a baby fawn, and looked at me.
I held my breath and he came nearer.
He came so near I could have touched him.

50	But I didn't move and I didn't speak.
52	And fawn came up and licked my cheek.
53	All of of them -- ALL OF THEM -- were playing with me.

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